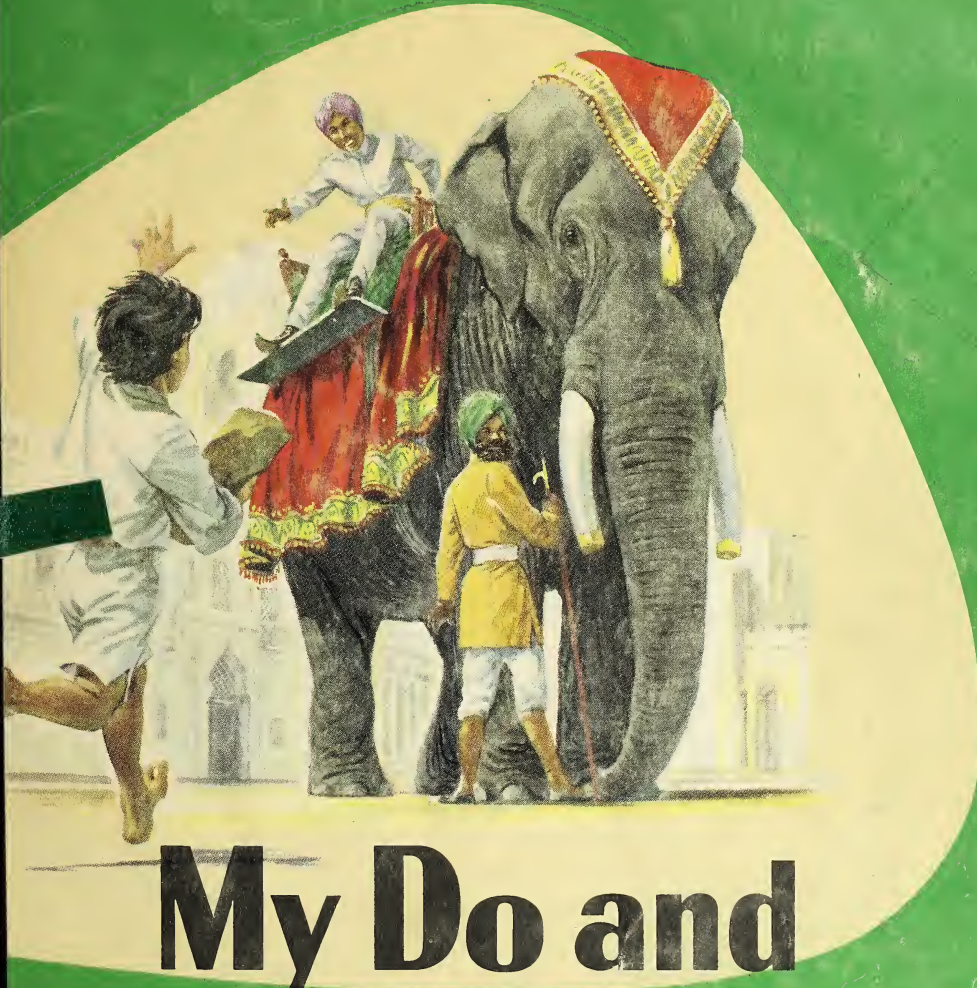


THE GINN BASIC READERS



My Do and Learn Book

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CURR HIST

TO ACCOMPANY
FRIENDS FAR AND NEAR

REVISED EDITION



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The Workbook features *colourfully illustrated pages* which enhance its value as a teaching aid. The exercises are attractive and pupil interest is stimulated by the addition of colour.

Word-study skills are presented in the Workbook following their introduction and development in the Manual. Skills in *word recognition, phonetic analysis, structural analysis, alphabetizing, syllabication, and accent* are reviewed and extended in a variety of exercises. *Word meaning* is stressed throughout, with some exercises designed to emphasize *multiple meanings* and the use of *context clues*.

An important feature of this Workbook is the inclusion of exercises which draw on a child's skill in applying the principles of phonetic analysis and syllabication to attack words outside the basic vocabulary. Comprehension of these words is checked through exercises using the words in context or requiring simple definitions. These exercises are a valuable medium for checking the mastery of skills involving phonetic and structural analysis or for reteaching those skills.

The Workbook maintains the *comprehension skills* introduced at this and preceding levels and extends them to include more difficult skills, such as skimming. It further presents opportunities for the pupils to read creatively: to see cause-and-effect relationships, to classify, to detect the mood of a situation, to relate story facts to personal experiences, to make inferences, and to form judgments.

Most exercises in this Workbook are headed by *directional sentences* for the children. When new words are used in these directions, they are noted in the material at the side of the page. Such new words should always be introduced by the teacher.

Although the teacher should supervise the use of the Workbook, this use of directional sentences minimizes the necessity for teacher explanation and develops independent work habits. The Workbook provides for individual differences. Independent work is encouraged for superior readers, average readers receive instruction, and slower learners can successfully complete exercises with teacher direction or as a group.

Throughout is on *teaching* rather than on *tests*. There are five Vocabulary Tests which

to accompany

Far and Near, Third Reader II

Russell and Gretchen Wulfig

COMPANY • TORONTO

test the new words in *Friends Far and Near*.

The purposes and procedures for each exercise in the Workbook are stated in the material for the teacher which is at the side of each page. Additional suggestions will be found on the inside back cover of this Workbook.

Grateful acknowledgment is made to the Forest Service, United States Department of Agriculture, for permission to reproduce the picture of Smokey the Bear.

INDEX TO SKILLS

The following index shows the distribution of activities in the Workbook. The numbers indicate the page on which each skill is practised and enable the teacher to see the steps in the development of each skill. The index is particularly useful in helping the teacher locate suitable practice material for children needing special help.

WORD-STUDY SKILLS

Word Recognition: Every page provides practice in the vocabulary of *Friends Far and Near*.

Context Clues: 3, 5, 6, 19, 27, 36, 40, 46, 55, 57, 66, 72, 77, 82, 86, 89, 90, 94

Vocabulary Tests: 16, 34, 48, 75, 96

Word Meaning: 3, 8, 22, 36, 44, 48, 52, 55, 57, 66, 70, 71, 77, 80, 89, 90; (Homonyms) 40; (Synonyms) 86; (Multiple Meanings of Words) 3, 36, 55, 77

Phonetic Analysis:

Consonants: 31, 78; (Blends) 38; (Digraphs) 38

Vowels: 2, 7, 15, 24, 29, 50, 59, 61, 73, 90; (Digraphs) 20; (Diphthongs) 46, 61

Phonograms: 31, 61

Attacking New Words: 7, 15, 20, 24, 27, 31, 38, 46, 61, 71, 78, 89, 90, 94

Structural Analysis:

Plurals: 52

Contractions: 11

Suffixes: 42, 44, 52, 57, 68, 82

Prefixes: 5, 42

Alphabetizing: 13, 33, 92

Syllabication: 5, 27, 42, 50, 59, 64, 71, 73, 84, 90, 94

Accent: 64, 73, 84, 94

COMPREHENSION SKILLS

Reading for Comprehension: (Paragraphs) 6, 18, 25, 40, 45, 51, 56, 79, 89, 91; (Stories) 10, 11, 12, 28, 35, 43, 83

Finding the Main Idea: 6, 10, 19, 23, 33, 43, 51, 58, 62-63, 72

Finding Details: 4, 17, 18, 25, 28, 30, 32, 37, 39, 41, 43, 47, 49, 53, 69, 93

Organizing and Summarizing: 21, 25, 39, 56, 60, 95

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Reading for Information: 12, 18, 28, 30, 56, 62-63, 84, 88, 90, 91

Creative Reading: (Classifying) 17, 45, 65, 87; (Detecting the Mood of a Situation) 12, 79; (Drawing Conclusions) 6, 14, 51, 58, 79, 83, 88; (Forming Judgments) 18, 23, 26, 49, 53, 60, 65, 66, 81, 93; (Making Inferences) 1, 9, 32, 59, 85; (Predicting Outcomes) 14, 83; (Relating Story Facts to Personal Experiences) 26, 74, 81, 95; (Seeing Cause-and-Effect Relationships) 1, 4, 69, 85; (Problem Solving) 8, 26, 80, 88

Following Printed Directions: 12, 41, 54, 73, 74

Skimming: 4, 29, 32, 47, 67, 69



Write each number in the correct place in the picture.

- | | | |
|-----------------|--------------|-----------------|
| 1. Captain Dave | 4. Bob | 7. darting gun |
| 2. fishing boat | 5. wharf | 8. Joe |
| 3. fishing gear | 6. sea birds | 9. rubber boots |

Underline the best answer to each question.

1. Why was Captain Dave surprised that a whale was seen ?

He thought there were no white whales living now.

Whales live most of the time in the Far North.

White whales never go near land.

2. Why did Bob's father say, "Obey your captain" ?

He thought that Bob did not want to go.

He wanted Bob to obey his mother.

He knew that the captain would keep Bob safe.

3. Why did Captain Dave put a knife near the gun ?

He needed a knife to skin the whale.

He might need to cut the rope.

He needed a knife to cut the fish pole.

4. Why did Bill turn off the boat's motor ?

There was very little gasoline left.

He wanted someone else to steer the boat.

White whales hear even small noises.

Remembering the Vowel e

Here are three sounds of the vowel e. Listen to the sound of e in each word below.

short e

ten
himself
business

long e

be
fourteen
seat

er

water
answer
fisherman

Say the words below softly. Write S before the words with a short e. Write L before the words with a long e. Write ER if the e sounds like the e in water.

Sometimes the letter e has no sound. Then it is silent. Write SI if the e is silent.

L me	S forest	en cover	SI smile	er danger
L meal	L teeth	S felt	er corner	S tents
SI whale	S fellow	L feast	S cellar	er never
SI awake	L feet	S pencil	SI safe	L wheel
er swimmer	L feed	S fresh	S shell	SI face

A Big Catch

Bob ran along the sandy shore. He had his fishing pole over his shoulder. He was going to North Point. Captain Dave had told him it was the best place for sea fishing.

Standing on the rocks, he put his line into the water. All of a sudden his pole began to move.

Bob could hardly hold the pole still. It was not easy to pull in his catch. At the end of the line he saw a big fish. It was almost two feet long.

Bob got the fish to the rocks. Then he ran home to tell his brothers about his big catch. He was proud of himself.

- Underline five short e words in the story above.
- Circle four different long e words.
- Write three words that have er.

brothers shoulder water

- Write six words which have a silent e at the end.

shore place move
pole line home

(Use with pages 16-21 in Friends Far and Near)
NEW WORDS: point, smile, seaf, ten, teeth, fourteen, PURPOSE: To review the long and short sounds of e, e followed by r, and silent e at the end of a word.

DIRECTIONS: Review the examples at the top of the page with the directions. Encourage the children to finish the page to draw a picture and illustrate the story "A Big Catch." Introduce the direction words vowel and silent. Tell the children not to use the word the in the lower exercise.

Some words have two or more different meanings. In each sentence below decide which meaning of the underlined word is used. Write the number of that sentence next to the correct meaning.



1. As he fastened the gun to the boat, the captain decided to head out to sea.
 - to go toward
 - the top of something
 - a part of an animal
2. The whale's head was big and its long teeth were pointed.

1. First to spot the fourteen-foot whale was Bob's fisherman friend, Joe.
 - a place
 - to see
 - a small piece, different in colour
2. Bob looked to the right and pointed to the foggy spot over the sea.

1. Bob watched the wind blow the trees on the shore of North Point.
 - to make a sound
 - to move
 - a breath
2. Ten minutes seemed like an hour while Bob watched for the whale's next blow.

1. The darting gun made a loud booming sound when it was fired.
 - to go down
 - a noise
 - to make a noise
2. Captain Dave did not know if the whale would sound after it was hit.

1. The boat jerked when the point of the darting gun hit the whale.
 - the tip of something
 - to turn toward
 - a piece of land
2. The captain steered the boat away from the rocky point into the open sea.

1. A row of people on shore waited for a message from the fishermen.
 - 2... to carry in a boat
 - 1... a line
 - to move along on the water
2. The men began to row the boat as soon as the motor was turned off.

DIRECTIONS: Direct the children to read the two sentences in each row and the choice of answers at the right. Help them select the correct meaning for the underlined words and write the number in the blank. Discuss other words with multiple meanings. Introduce the direction words meaning and sentence.

(Use with pages 16-21 in Friends Far and Near)
NEW WORDS: breath, fastened, hours, foggy, message, booming, jerk.
PURPOSES: To enrich word meanings; to use context clues.

Can You Tell Why?

Look in your book to find the answers to these questions. Write the answers in your own words in the blanks. Then beside each answer write the number of the page on which you found it.

1. What birthday present did Ann get from her great-grandmother? nine bright dime one for each year Page 22
from Timothy? ----- Page -----

2. How did Timothy know that the trees would have lots and lots of apples this year? he knew because
he was listening to the radio -----
----- Page 23

3. How did the orchard look when the apple buds became blossoms? -----
----- Page -----

4. Why did Timothy think that Ann's tree might not have fruit this year? -----
----- Page -----

5. Why was Timothy so excited when he saw the Pound-Sweet tree one day? -----
----- Page -----

6. Why did Timothy's father have the apple trees sprayed? -----
----- Page -----

7. What was happening to the apples to make them show colour? -----
----- Page -----

8. Why was it a good idea to put props under the branches of the Pound-Sweet tree? -----
----- Page -----

Use with pages 22-26 in *Friends Far and Near*.
NEW WORDS: nine, dime, orchard, lots, buds, blossoms, excited, spraying, ripe, props, idea, became.
PURPOSES: To skim for details; to recognize cause-and-effect relationships.

DIRECTIONS: Read the directions to find the pages which contain the answers to the questions. Encourage them to write the answers in their own words. Allow them to use the text in order to spell words correctly. Introduce the direction words blank, page, and beside.

Say each of the words below to yourself. Write the number of syllables beside each word.

pack	----	buckle	----	friendly	----
tied	----	dress	----	lucky	----
cover	----	even	----	hurt	----
fasten	----	kind	----	important	----
done	----	seen	----	smiling	----

Write the first syllable of **unhappy** here. ----

The syllable **un** gives a word a different meaning. Sometimes **un** makes a word mean **not**. **Unhappy** means **not happy**. Sometimes **un** makes a word mean the **opposite**. **Unload** is the **opposite** of **load**.

In the blanks below write **un** before each of the words from the lists above. Write the number of syllables in each new word.

unpack	2	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----

Underline the correct word for each sentence below.

- | | |
|--|--|
| 1. They ---- before eating lunch.
washed unwashed | 6. Dad ---- a bag for his trip.
packed unpacked |
| 2. Dave ---- and went to bed.
dressed undressed | 7. Ann ---- the gate to let us in.
fastened unfastened |
| 3. He ---- the bear to the pole.
chained unchained | 8. He ---- his shoe to take it off.
tied untied |
| 4. The leaky boat was ----.
safe unsafe | 9. A ---- apple is good to eat.
ripe unripe |
| 5. The ---- road is bumpy.
even uneven | 10. We ate candy from an --- box.
opened unopened |

DIRECTIONS: Review syllabication with the children. Direct them to read and follow the directions carefully. Discuss the difference in meanings of the possible answers in the last exercise. Introduce the direction words syllable, opposite, and list.

(Use after pages 27-31 in *Friends Far and Near*)
NEW WORD: packed.
PURPOSES: To present un as a prefix meaning not and opposite; to present the prefix un as a syllable; to use context clues.



Spring



Summer



Fall



Winter

Decide what time of the year each paragraph describes. Write the name of that time in the blank.

The days were not as warm now. The apples were almost ripe. They grew big and heavy. The branches had to be propped. Soon the apples were ripe enough to pick. They were put into baskets and taken to the apple house. They were measured, packed in boxes, and sent to market.

It was

Now little green apples grew on the trees. They were hard and not good to eat. The leaves were big now. The whole orchard looked green. Men with machines came to spray the fruit trees. It was hot in the daytime. Soon the green apples grew bigger and began to turn bright red.

It was

The days became warmer. The apple trees began to look very different. Green leaves and pink buds grew on the branches. The pink buds opened into beautiful white blossoms. Ann liked their sweet smell. When the wind blew the blossoms off the trees, the orchard was a white cloud.

It was

It was a cold day. Timothy and Ann went to the orchard. All the apple trees had lost their leaves. There was snow on the brown branches and trunks of the trees. Straw was piled at the foot of some of the trees to keep the frost from the roots. Some old apples lay on the ground.

It was

Read all the paragraphs again. Underline four phrases in each paragraph that help you know the time of year each paragraph describes.

(Use with pages 27-31 in *Friends for and Near*)
NEW WORD: measured.
PURPOSES: To read for the main idea; to use context clues; to draw conclusions; to improve paragraph comprehension.

DIRECTIONS: Direct the children to read each story looking for clues to help them decide which season in the year is described. The illustrations at the top of the page may be helpful to some children. Introduce the direction words paragraph, describe, and phrase.

Here are three sounds of the vowel **i**. Listen to the sound of **i** in each word below.

short i

pig

six

inches

long i

dimes

idea

nine

ir

bird

girl

first

Say the words below softly. Write **S** before the words with a short **i**. Write **L** before the words with a long **i**. Write **IR** if the **i** sounds like the **i** in **bird**.

---- win

---- circle

---- frighten

---- slippers

---- piled

---- birthday

---- circus

---- smiled

---- chimney

---- sign

---- cliff

---- fir

---- bicycle

---- different

---- stir

---- excited

Here is a rule to help you read new words.

In words with two vowels, one of which is **e** at the end, the first vowel is usually **long** and the **e** is **silent**. **Ripe** and **whale** follow this rule.

In each sentence below underline the word that follows this rule.

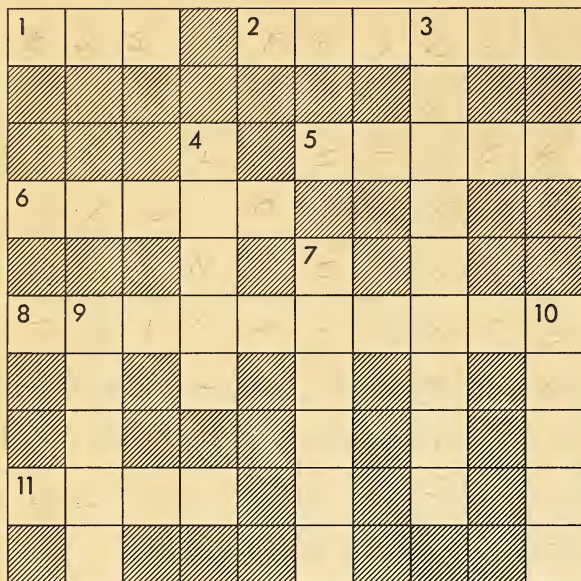
1. The sun will shine today.
2. The whale has pointed teeth.
3. The boys rode into town.
4. He had a hole in his pocket.
5. Five trees grew in the yard.

6. Wait while I go to the bank.
7. The captain said Bob was safe.
8. I had nine box tops.
9. The snow was white and cold.
10. Ann will hide in the orchard.

Use the rule above to read the words below each sentence. Then underline the correct word.

1. I put an ice ---- in the glass.
cub cube
2. He put ---- on his bat.
tap tape
3. The apples are not ---- yet.
rip ripe

4. The bird ---- in the treetop.
hid hide
5. The dog will not ---- you.
bit bite
6. The light in the barn was ----.
dim dime



Across

1. What the children rode home.
2. The night the plow got stuck.
5. What the snowplow was when it was in the drift.
6. People listened to this to hear about the storm.
8. What Mr. Mack did to get word to Father.
11. What the wind did in the blizzard.

Down

3. What Mother made for the church supper, but the family ate every one.
4. What blew down and stopped the telephone from working.
7. What a man would use to dig a snowplow out of high drifts.
9. The time that school was out because of the blizzard.
10. A great pile of snow.



(Use with pages 32-37 in *Friends Far and Near*)
NEW WORDS: blizzard, early, drifted, doughnuts, wives, Monday, Mack.
PURPOSES: To develop skill in solving problems; to clarify meanings of the new words.

DIRECTIONS: Help the children fill in the first word across and the first word down. Allow them to complete the puzzle independently. The class may enjoy working out an original crossword puzzle with the teacher's help.



Underline the answer you think is best.

1. How would you let your neighbours know
a blizzard is on the way?

write a letter
get a sleigh
use a telephone

2. What is the best thing to use to open a
road after a snowstorm?

a hay wagon
a snowplow
a heavy sled

3. What should young children do while a
blizzard is blowing?

stay in the house
slide on sleds
build a snowman

4. Where should farm animals be while a
storm is blowing?

in the cellar
in a warm barn
in the house

5. What should you use to walk on high
drifts of snow?

work shoes
slippers
snowshoes

6. What would a family need if a blizzard
lasted a long time?

newspapers
moccasins
food

7. What would help you most in taking
the snow off the walks quickly?

a shovel
a hammer
a spoon

8. What could you have ready for men who
were working out in the windy storm?

a present
a hot drink
a doctor

Find the best name for each part of the story.

Write it on the line above each part.

A Long Cold Trip	The Chicks Have Come!	A Real Blizzard
Chicks to Sell	A Home under the Snow	Chicks in the Kitchen

Early Thursday morning the telephone rang for the first time in four days. Mother hurried to answer it. The whole family waited for the message. It was Mr. Mack with news for Jack.

"Something is at the post office for Jack," Mother called. "What do you suppose it can be?"

"My baby chicks!" shouted Jack. "But how will we get them home through the blizzard?"

Mr. Mack was going to the post office. He would bring back Jack's chicks in two big boxes.

Father set off for Mr. Mack's place to get the chicks. He took some blankets to keep them warm.

Father put the blankets over the boxes of chicks. It was a long trip home through the drifts.

"I think they are all right," he said, "but this is no day for baby chicks to be travelling."

Mother made a place near the stove for the baby chicks. Father put the boxes on the floor.

"Peep, peep, peep," cried the two hundred chicks. They were hungry and thirsty.

Jack and Jean gave them chicken feed and fresh water. At bedtime Jack put blankets over the boxes.

"The chicks like our warm kitchen," he said.

Jack and Jean began to shovel away the snowdrifts from the chicken house. They worked a long time. When they reached the door of the chicken house, Father went in to build a fire.

Then Jack and Jean lifted the soft yellow balls from the boxes. The chicks ran about in their new home under the snow.

"Hurrah, my chicks are doing well! Hurrah!" shouted Jack.

Use with pages 38-42 in *Friends for and Near*.
NEW WORDS: rang, hurried, Thursday, thirstily, hurrah.
PURPOSES: To read for the main idea; To improve story comprehension.

DIRECTION: After the children have read the first part of the story, give them the top of the page. Have them select the title which best tells what the first part of the story is about and write it in the blank. Have them finish the page in the same way. Allow them to discuss their choices of titles.

A contraction is a short way of saying two words.

Read the two lists of words and draw a line from each contraction to the two words it stands for.

it's
we'll
I'm
we're
let's

I am
we are
it is
we will
let us

isn't
doesn't
couldn't
you'll
they're

you will
is not
could not
does not
they are

In each blank write the contraction for the two words which are before the blank. If you need help, find the contraction in the lists above.

The sun had not shone at all on Saturday and Sunday. Early Monday morning it was snowing hard. High drifts were piling up around the house and barn.

"(We are) _____ having a blizzard!" Ben shouted.
"Look at those drifts. (They are) _____ as high as I am! (It is) _____ going to be fun to go sliding."

"If this snowstorm keeps up, (I am) _____ afraid that (we will) _____ all be snowed in," said his father.
"Come, (let us) _____ shovel the walks before the snow drifts any higher."

The snow came down faster and faster. It drifted all around.

"The snow is falling so fast," said Ben, "that this shovelling (does not) _____ seem to be doing very much good. (Could not) _____ we go inside now? I think some hot chocolate would be good."

"Yes, we must go inside now," said Father. "Turn on the radio. (You will) _____ have to listen to the news. If these drifts get any higher, the school bus (is not) _____ going to get through today, and (you will) _____ have no school."

DIRECTIONS: Explain to the children that they are to match the one word (contraction) with the two words which mean the same. Have them draw a line connecting each correct pair. In the story below have the children write the one word (contraction) in each blank. Introduce the direction words contraction and draw. Have the story read aloud using the contractions.

(Use with pages 38-42 in *Friends Far and Near*)
NEW WORDS: Sunday, shone.
PURPOSE: To provide practice in recognizing and understanding the meaning of common contractions; to improve story comprehension.

Bob went to Uncle Timothy's big farm for the weekend. They went down to the pasture to see the new spring lambs.

"Look at the two black lambs!" Bob cried. "Are they twins?"

"Yes, they are," Uncle Timothy said. "I am worried about one of them. The old ewe takes care of only one lamb and won't take care of the other. Your Aunt Mary is too busy to look after it."

"Please may I take the lamb to school?" asked Bob. "We can take good care of it there."

When Uncle Timothy drove Bob home on Sunday, the lamb rode in a box in the car.

"I'll call him Pat," Bob said, "and tomorrow I will take him to school with me."

Pat went to live at the school. The children liked the lamb.

The children made a pen for Pat. They put fresh water and clean straw in it every day.

All the children took turns feeding the lamb from a bottle. When Pat saw the bottle of warm milk, he became so excited that it was hard to hold him. Round and round went his tail, just like a windmill. He swallowed every drop in no time at all.

When the children went out to play, Pat cried until they came back. So they asked the teacher if he could go out and play too.

After that Pat often played with the children. When they made a circle to play games, he trotted around just as they did. When they danced, Pat danced.

"See how fast he learns!" the children cried. "Pat is the best dancer in our room!"

1. Find a part of the story that you think is sad.
Make a box around that part.

2. Find a part of the story that you think is funny.
Make a line under those sentences.

3. Find a part of the story that made Bob happy.
Make a ring around that part.

4. Find a part of the story that would make a good picture. Make two lines under the sentences. Draw the picture on a big piece of paper.

(Use with pages 44-51 in *Friends Far and Near*)
NEW WORDS: ewe, often, won't, worry, drove.
PURPOSES: To present a true story of a pet lamb; to recognize the moods expressed in a story; to follow printed directions; to improve story comprehension.

DIRECTIONS: Allow the children to read the story for enjoyment. Have them follow the printed directions at the bottom of the page. They may enjoy telling the class about their own experiences with pets.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Here are some words about animals. Write them in alphabetical order on another piece of paper. There is no word for the letter x.

chicken ✓	kitten ✓	village ✓	wagon ✓	idea ✓
roar ✓	quack ✓	turtle ✓	meadow ✓	ewe ✓
lamb ✓	often ✓	nest ✓	fair ✓	horse ✓
jump ✓	puppies ✓	animal ✓	birds ✓	under ✓
sheep ✓	ducks ✓	yellow ✓	gathered ✓	zoo ✓

Look at the Second Letter

When writing words in alphabetical order, you may find more than one word that starts with the same letter. Then you should look at the **second letter** in each word.

Bank comes before **buds** because **a** comes before **u**.

Pigs comes before **prop** because **i** comes before **r**.

Smile comes before **steer** because **---** comes before **---**.

Look at each pair of words below. Put a 1 before the word that will come first in alphabetical order.

Put a 2 before the word that will come second.

2 point	3 hurrah	3 fourteen	3 inches	1 leaves
1 packed	1 hours	1 fasten	1 idea	2 lots
3 drove	1 obey	1 gear	1 measured	2 spray
1 dimes	2 orchard	2 gun	2 motor	1 shone
1 became	1 early	1 teeth	1 bank	1 rang
2 blossom	2 excited	2 thirsty	2 blizzard	1 rodeo
1 club	1 whale	1 year	1 answer	2 knife
1 captain	2 won't	2 young	1 against	1 kick

DIRECTIONS: Help the children to understand and interpret the explanation of alphabetizing to the second letter. Allow them to complete the exercise at the bottom of the page independently. Introduce the direction words alphabetical, order, second, and pair.

(Use with pages 44-51 in *Friends Far and Near*)
NEW WORDS: fair, gathered, club.
PURPOSES: To review alphabetical order; to alphabetize words to the second letter.

What Do You Think Happened?

After Easter Tom got Frisky ready for the 4-H Club Show. He cleaned the lamb's coat. He held Frisky's head up high and made him stand still.

Father drove Tom and Frisky to the fair grounds for the show. When Tom took Frisky into the ring, Frisky stood just as Tom had made him. Tom heard people say, "Which lamb will they choose?"

Then a man with a blue ribbon came toward Frisky.

What happened next?



Polly's father called Piggott's store for some feed. "Please send me two bags of your best chick feed," he said to Mr. Piggott.

The next day the truck from Piggott's came. The man unloaded two boxes. "Peep-peep," came a noise from the boxes.

Polly's father laughed, "I asked for two bags of chick feed, not for two boxes of chicks."

What happened next?



Peter worked on a sheep ranch. His dog, Danny, helped him keep the sheep together when they went to pasture. If any of the sheep went too far away, Danny drove them back to the others.

One day Peter saw that one lamb was missing. "Find the lost lamb, Danny," he called.

Danny sniffed the air. Then he ran toward a big rock. There was the lamb.

What happened next?



NEW WORDS: Polly, choose, Piggott's, held, Easter, ribbon.
PURPOSES: To draw conclusions; to anticipate and create a logical ending for a story; to predict outcomes.

a possible ending to the story. Encourage them to write an interesting ending to this story. Note the answers read aloud and discussed.

PURPOSES: To review the facts and story.

Note

Note

Note

Note

Note

Note

Note

Note

Note

Note

Note

Note

Note

Listen to the sound of **o** in these words.

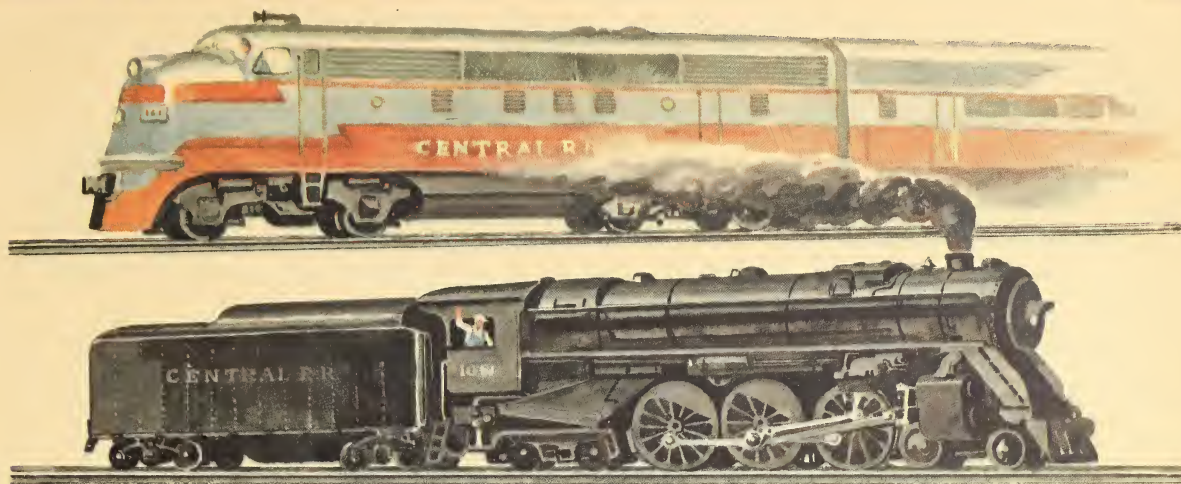
PURPOSES: To review the long and short sounds of o and o followed by r; to review the long u and short sounds of u and u followed by r; to use phonetic analysis in attacking new words not in the basic vocabulary.

Vocabulary Test I

(Use after page 51 in *Friends Far and Near*)
VOCABULARY TEST NO. 1
PURPOSE: To test the mastery of important words introduced in Unit I of *Friends Far and Near*.

DIRECTIONS: Direct the children to draw a line under the word the teacher pronounces. See the inside back cover for the list of words to pronounce. Introduce the direction words vocabulary and test.

1. don't won't woke	2. drift shone drove	3. whale whole wires	4. seat safe spray	5. blizzard breath blossom
6. obey only idea	7. those thrown thirsty	8. because breath became	9. ripe ride rode	10. early Easter excited
11. backed packed props	12. choose church cheese	13. fast feed fair	14. shawl shone shook	15. treasure measured message
16. idea ripe inches	17. found fourteen fourth	18. smiled smart smoked	19. jet jar jerk	20. gasoline gardener gathered
21. hungry hundred hunter	22. over open often	23. worry would won't	24. river ribbon right	25. blossoms blizzard blanket
26. dimes dinner dig	27. breath tents teeth	28. howls hours horse	29. mouse mother motor	30. answered announce around
31. bank bang ball	32. easy early earn	33. wife wing wire	34. held help herd	35. faster fastened feast



Write S before the sentence about steam locomotives.

Write D before the sentences about diesels.

Write B before the sentences about both kinds of locomotives.

---- 1. The engineer and fireman ride in the cab.

---- 2. The engineer puts his head out of the window to watch the tracks.

---- 3. Hot steam makes the locomotive run.

---- 4. The locomotive has two horns in place of a whistle.

---- 5. The engineer blows his whistle as a signal.

---- 6. The fireman keeps the locomotive's fires burning.

---- 7. The engineer signals the brakeman with a whistle.

---- 8. The locomotive runs on tracks.

---- 9. Engineers use buttons and levers to run the train.

---- 10. The locomotive burns oil in its engine.

---- 11. Signals by the tracks tell the engineer what to do.

---- 12. One horn faces the front to signal ahead.

---- 13. The fireman does not have to take care of a fire.

---- 14. The fireman helps the engineer watch the tracks.

---- 15. The engineer watches the tracks from the cab through a wide front window.

---- 16. Train people call the fireman Smoky.

DIRECTIONS: Help the children to interpret the printed directions. Allow them to complete the page independently. Allow them to refer to the textbook as necessary. Introduce the direction word both.

(Use with pages 54-59 in *Friends Far and Near*)
NEW WORDS: engineer, levers, brakeman, cab, locomotive, diesel.
PURPOSES: To read for details; to classify ideas.

Make Believe

Underline the phrases that correctly finish the sentences.

1. You are the brakeman on a train. The train stops. You hear the whistle go to-o-o-o-t, toot, toot, toot. It means you should

go see the engineer.
tell people to get aboard.
go out with the signal flag.

2. You are the engineer on a train. You have stopped at a station. You want to back up to load the mail. You should signal

toot, toot, toot.
to-o-o-o-t, to-o-o-o-t, to-o-o-o-t.
to-o-o-o-o-t.

3. You are a diesel engineer. The people are all aboard. The conductor just gave two short toots on the whistle. You should

wait a little longer.
start the train moving.
back up.

4. You are in your car. You see a train track ahead. You hear to-o-o-o-t, to-o-o-o-t, toot, to-o-o-o-t. This means you should

keep driving ahead.
stop the car and wait.
turn around and go home.

5. You are an animal. You are walking across the train tracks, when you hear toot, toot, toot, toot, toot, toot. You should

get off the tracks quickly.
wait to see the train.
run down the tracks.

6. You are driving a new diesel locomotive through a forest at night. Up ahead you see a deer on the tracks. You should

stop the train.
not worry about the deer.
turn the headlight off and on.

7. You are at the train station waiting to take a train. You have two bags and a big package. From far away you hear to-o-o-o-t. It means you should

sit down for a long wait.
start eating your lunch.
get ready to go aboard.

8. You are a brakeman. When your train stopped, you went out with a flag to signal other trains. Then you hear to-o-o-o-t, to-o-o-t, to-o-o-t, to-o-o-t. You should

wait where you are.
go back to your train.
go into the station.

NEW WORDS: toot, meaning, aboard, conductor.
PURPOSES: To form judgments, to read for details, to use story information, to improve paragraph comprehension.
rectly completes the last sentence. Allow them to use their textbooks to check for details. They may enjoy discussing railroad signals which they have observed.

DIRECTIONS: Direct the children to read each riddle and write the correct answer in the blank.
The children may enjoy thinking of original riddles about trains.



Steve



Barney



Frank



Mario



Rick

1. I sit on the right side of the cab. I put my head out the window to watch for signals. I use buttons and levers to drive. Train people call me Eagle Eye.

My name is

2. I am the engineer on a train which carries heavy loads. The locomotive may pull more than a hundred cars. When the engine needs cool water I stop at a tall tower and fill the tender.

My name is

3. I work on a freight train. I have an office in the caboose. My job is to take care of the waybills. They tell me what is in each car, where it came from, and where it is going.

My name is

4. My job is to help the engineer. I make sure that the shovelling machine is always working so that the locomotive's fires will always keep burning.

I sit on the left-hand side of the cab next to Rick. I help the engineer watch for signals along the track. Train people call me Smoky.

My name is

5. I sit on a high seat in the cab. When I am driving I look straight ahead through a wide window.

My locomotive has two horns. One horn faces front to signal ahead. One horn faces back to signal the flagman. Sometimes I blow the two horns at once. My locomotive is a diesel.

My name is

(Use after page 63 in *Friends Far and Near*)
NEW WORDS: Rick, Steve, freight, Mario, Frank, tower, tender, cool.
PURPOSES: To read for the main idea of a riddle; to use context clues.

Two Vowels That Sound Like One

Say each of the words in the lists below.

Listen to the vowel sound in each word.

---- paint	---- east	---- goat	---- feet
---- train	---- seat	---- road	---- teeth
---- mail	---- beads	---- coat	---- need

How many syllables has each word? ----

How many vowels do you see in each word? ----

On the line beside each word write the vowel you hear.

Is it long or short? ----- Cross out the vowel that is silent.

Read the sentences below and underline the words that have two vowels together. Think of the vowel sounds in the three new words below each sentence.

Say the words softly. Circle the correct word.

1. The farmer waited for Andy to help him put up the fence. Andy had the hammer and ----.

maids nails pains

2. They had baked beans and cold meats at the church supper. For the children it was a ----.

leap weak treat

3. The farmer needs a very strong fence. He can make one with poles and ---- wire.

breeze steel steep

4. This little animal is like a frog. Sometimes it sits by the road. It is a ----.

throat coach toad

Long and Short ea

When e and a are together, the e usually is long as in **meat** and **seat**. Sometimes the e is short as in **bread** and **ready**.

Here are some words with the letters ea. Say them softly. If you hear the long e sound, write L before the word. Write S if you hear a short e sound.

---- heavy	---- meadow	---- head	---- beads
---- team	---- meat	---- leader	---- feather
---- eagle	---- leak	---- sea	---- beans

PURPOSES: To review the vowel digraphs of, eo, oo, and ee; to review the long and short ea; to use phonetic analysis in attacking words not in the basic vocabulary.

2, 3, and 4. Check the pronunciation and meaning of the new words. See the inside back cover for the list of words not in the basic vocabulary.

Read the six paragraphs below. Find the paragraph that tells what happened first and put a 1 before it. Put a 2 before the paragraph that tells what happened next. Finish in the same way. Then answer the questions below the paragraphs.

---- The forest ranger called the fire chief in the fire station at the foot of the mountain. "Our two lookout men just spotted a big forest fire. It is about half a mile from Turners' farm," he told the fire chief.

---- The lookout man could see something thin and blue and far away. It came up out of the dry grass. There was something red under it. The wind blew and the red got brighter.

---- All the forest firemen got ready to go to the fire. They made sure that the tanks on the trucks were full of water. They looked to see if they had enough axes and shovels and rakes.

---- The lookout man reached for his telephone. He called the forest ranger to tell him where he had spotted a fire.

---- The firemen drove to the fire. The grass and brush and bushes were burning. Some men put on the back pumpers. Others used the tank truck hose to pump water on the fire. Some men cut down bushes and burning trees. They raked up dry leaves. They shovelled dirt on the fire. At last the fire died down.

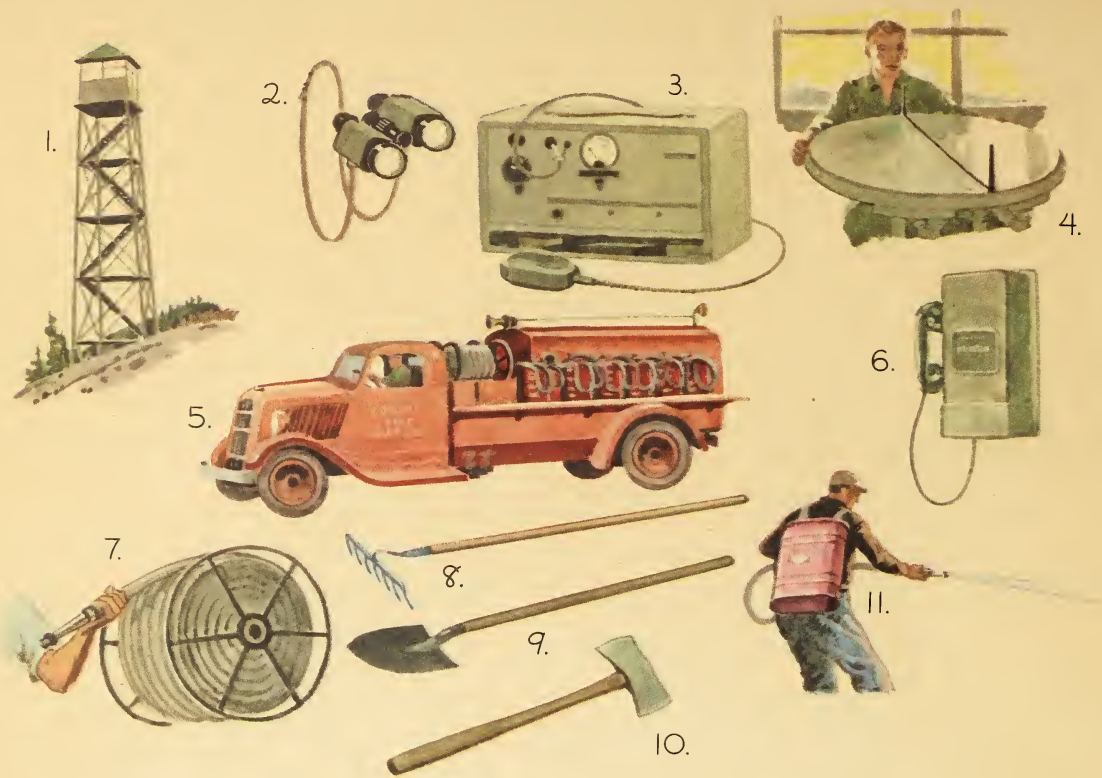
---- The lookout man called the man in another tower on his two-way radio. Then they used their fire finders to find out just where the fire was.

How many men worked to get news of the fire to the chief? ----
Who were they? -----

How many ways of putting out fire did the firemen use? ----
What were they? -----

DIRECTIONS: Have the children read the directions silently. Allow them to complete the page independently. The children might like to draw pictures illustrating one of the paragraphs.

(Use with pages 64-70 in *Friends Far and Near*)
NEW WORDS: brush, ranger, chief, mile, tank, axes, rakes, hose, pumpers, dirt, died.
PURPOSES: To follow story sequence; to improve the ability to summarize.



Here are pictures of things men have made to help find and put out forest fires.

Write the number of the picture beside the sentence that tells how each thing is used.

---- Lookout men use this to talk to men in other towers.

---- This is used to carry a lot of water to a forest fire.

---- A man stays here and watches for fires.

---- This helps a fireman to throw dirt on sparks.

---- Men use this to find just where a fire is.

---- This is used to move dry leaves away from a fire.

---- A man in a lookout tower uses these to see things that are far away.

---- Firemen use this to cut down trees and brush.

---- Firemen fasten this to the water tanks to reach a fire.

---- People send messages over wires with this.

---- One man wears this tied on his back to pump water on a forest fire.

DIRECTIONS: Direct the children to read the story at the top of the page and write a name for the story on the blank line. Have them read and follow the printed directions for the exercise at the bottom of the page. Discuss with the children the importance of preventing forest fires.



The tired forest firemen went back to the fire station.

"Did you hear how that fire started?" asked one fireman.

"I suppose somebody didn't take enough care," the chief said.

"That's the way most fires start. People don't think when they are in the forest," he said. "They should know that even one tiny spark can break into flames and start a fire."

"I wish those people had seen the frightened animals when the forest was burning," said the oldest fireman. "As the fire went farther into the forest, it burned their homes. Most of the plants they eat burned too."

"Think of all the trees that burned—enough to build lots of houses," said another fireman.

"If everyone took as much care as the oldest fireman," said the chief, "we wouldn't worry."

Write a name for the story in the blank.

You can play safe with fire, just as the oldest fireman did. Put an X before each sentence that tells a safe thing to do.

- 1. Do not throw any burning thing from a car.
- 2. Go for a walk while a campfire is burning.
- 3. Keep a bucket of water near an outdoor fire.
- 4. Build a big fire when the wind is blowing.
- 5. Rake away all the dry leaves before building a picnic fire.
- 6. Be sure a campfire is out before leaving it.
- 7. Have fun playing with burning sticks.
- 8. Know how to put out a campfire before you start one.

(Use with pages 71-75 in *Friends Far and Near*)
NEW WORDS: farther, flames.
PURPOSES: To extend the children's information about the causes and consequences of forest fires; to read for the main idea; to form judgments.

Sounds of a

Here are different sounds of the vowel **a**.

Listen to the sound of **a** in these words.

short a as in **hat** **long a** as in **rake** **a** before **r** as in **cart**

a before l as in all a before w as in saw

Read these words. Write each one under the key word below that has the same sound of **a**.

spark

rang

safely

cart

saw

The vowel sound beside each sentence tells you the sound of **a** in the **new** words below the sentence. Read the sentence and say the **new** words softly. Underline the word that correctly finishes the sentence.

shadow

sale

sharp

hawks

salt

DIRECTIONS: Direct the children to read each paragraph and select three important facts. Encourage them to write these facts briefly in their own words on the correct blank lines.

(Use with pages 76-84 in *Friends Far and Near*)
NEW WORDS: Dickie, wonder.
PURPOSES: To improve the ability to tell a story in sequence; to recognize important details; to record these details in a simple outline form; to improve paragraph comprehension.

A. Did you ever wonder about the different kinds of babies? Hundreds of fish hatch every year. These babies never know their mothers. They can swim as soon as they hatch. They find their own food. They have to learn about danger alone.

B. Bird mothers take good care of their babies. They bring food to them. They keep the babies warm and safe in the nest. When the babies are strong enough, the mother birds teach them to fly.

C. Lion and bear cubs stay with their mothers longer than baby birds do. The mothers feed the cubs when they are first born. They teach the cubs to hide when danger is near. Later on their mothers teach them to hunt.

D. Dickie lives with his mother much longer than these animal babies. His mother feeds him. She has to dress and wash him. Dickie's mother will keep him safe from danger. It will be years before he can take care of himself.

Make believe you have to tell this story. Under each sentence write three things that you should remember.

A. Baby fish do not need their mothers.

- 1. -----

- 2. -----

- 3. -----

B. Bird mothers take care of their babies.

- 1. -----

- 2. -----

- 3. -----

C. The mothers of lion and bear cubs take care of them.

- 1. -----

- 2. -----

- 3. -----

D. Dickie needs his mother longer than animals need their mothers.

- 1. -----

- 2. -----

- 3. -----

Which Is More Important ?



Here are some things Chris and Terry might do when they take care of Dickie. If you were in the twins' place, what would you decide to do ?

1. The twins might not leave Dickie, even for a minute.
2. They might follow Ginger into the garage.

Which would you decide to do ?

Why ?



1. They might take Dickie for a pleasant visit next door to the neighbours.
2. They might keep him in his play pen.

Which would you do ?

Why ?



1. They might do nothing about Dickie's tears.
2. They might run to telephone the doctor.

Which would you do ?

Why ?



1. They might tell Dorothy all that happened.
2. They might tell their sister about Dickie's first step, but not about the bee sting.

Which would you do ?

Why ?

NEW WORDS: Dorothy, Terry, sister, pleasant, tears, garage, sing.
PURPOSES: To provide opportunity for creative reading by solving problems; to form judgments; to relate story events to personal experiences.

DIRECTIONS: Discuss the problem in each exercise and the children's solutions. The children may discuss experiences they have had while taking care of younger children.

These words have two consonants in the middle.
One of these double consonants belongs with the first syllable. The other begins the second syllable.

mes|sage
run|ning

mat|ter
bur|ro

bliz|zard
sup|per

rib|bon
car|ried

Write the number of syllables that you hear in the words below. Divide the words in the blanks.

<u>2</u> butter	but ter	cotton
worry		cabbage
puddle		pillow
rubbers		hello

Read each sentence and the new words at the right.
Underline the word that finishes each sentence.

- | | |
|---|--------------------|
| 1. The thieves could not find the lump of gold.
It was ---- in the bread. | hidden
hobby |
| 2. The men worked hard out in the snowstorm.
They were cold and wanted hot ----. | collar
coffee |
| 3. It was the last chance to win. The king's
soldiers fired the ---- at the ship. | battle
cannon |
| 4. There will be a surprise at the school. The
thirty-one children will see a ---- show. | puppet
pudding |
| 5. Dorothy did not have her money. She will ----
some from the grocer. | wallet
borrow |
| 6. The bear crept into the ---- log after the
bee stung him. | hollow
tunnel |
| 7. The captain started the motor. Then the ----
headed his boat to the open sea. | rigging
skipper |
| 8. Bob lost his fishing knife overboard. Down
it went to the ---- of the sea. | bottom
bitter |

DIRECTIONS: Help the children to understand, to interpret, and to apply the new rules of syllabication. As an extra activity have the children divide the new words in the lower exercise into syllables. Introduce the direction words consonant, middle, double, begin, second, and divide. See the inside back cover for the list of the words outside the basic vocabulary.

(Use after page 84 in *Friends Far and Near*)
NEW WORDS: crept, chances, lump, stung, thirty-one.
PURPOSES: To introduce the syllabication of words having a double consonant; to use phonetic analysis in attacking words not in the basic vocabulary.



NEW WORDS: bridge, second, warning.
PURPOSES: To extend the children's information about lighthouses; to read for details; to im-
prove story comprehension.

correct phrases from the list at the bottom of this page. Introduce the direction word complete.

Men have built lighthouses for many years. They have needed bright lights to warn ships wherever there are rocky shores.

The first lighthouses were great towers with wood fires that burned brightly on top. Light from these fires helped the men on ships, but it was not so bright as the lights we have today.

Lighthouses now use many colours of light. Many lighthouses send out a strong white light. Others have red or green lights.

Some lights shine without any flashing. Others flash on and off.

The ships going by see the light flash. One second on, two seconds off! all through the night.

The ship captain knows the signal of each light along the shore. No two are the same. The lights help him to know where he is. They help him to know where the rocks are, so that he can steer his ship safely.

Nearly all the lighthouses have foghorns as well as bright lights. On dark foggy nights the ship captain cannot see the light signal, but he can always hear the foghorn or the warning bell.

Write the correct phrase from the list below to complete the following sentences.

1. Many lighthouses are built on
2. The first lights to warn ships were
3. The lighthouses today have lights of

4. The ship captain knows each lighthouse by
5. The captain may not see the light on
6. The captain can hear a foghorn or a

- | | | |
|----------------------|-------------------|-------------------|
| wood fires | rocky shores | long bridges |
| oil lights | warning bell | its signal light |
| white, red, or green | light and foghorn | dark foggy nights |

When **r** comes after a vowel, it gives the vowel a special sound. Say these words softly: **barn, letter, stir, corn, and burn.** Then read the questions below, and underline the answers. Listen for the special sounds of the vowel and **r**.

- | | |
|--|--|
| 1. Where could you have a party ?
in a garden in a market | 5. What can circle in the sky ?
a bird a squirrel |
| 2. Where can a car be parked ?
in a jar in a barn | 6. Where is the storm headed ?
to the north to the horn |
| 3. What is in cake batter ?
some butter a baker | 7. Where would you burn wood ?
in a turtle in a furnace |
| 4. Which is wilder ?
a tiger a rooster | 8. What might a car crash into ?
a barge a barn |

Read the story and write a good name for it. Then follow the directions below.

On Peter's birthday he and his brother took a boat trip up North River. It was a bright clear morning. The burning sun turned the dark blue water to silver.

As the boat chugged ahead, the boys saw houses and churches on the far bank. Later, along the river banks, they saw farms with horses and cows.

They saw a fat tugboat pushing a big ship. Barges were carting goods across the river. Big birds circled overhead.

The boys had so much to see that they were surprised when the trip was over. They ran off the boat and went home. Peter wanted to tell his mother about everything he had seen.

1. Make two lines under five different words in the story with **er** as in **letter**.
2. Make one line under four words with **ar** as in **barn**.
3. Circle four words with **ur** as in **burn**.
4. Put an X on three words with **or** as in **corn**.
5. Write three words with **ir** as in **stir**.

DIRECTIONS: Direct the children to underline the phrases that correctly answer the questions. Allow them to complete the page independently. Introduce the direction words special and directions.

(Use with pages 89-94 in *Friends Far and Near*)
NEW WORDS: fat, tug, barge, chug, crash, clearly.
PURPOSES: To review the vowel sounds when followed by **r**; to practise skimming through material for a specific purpose.

Find the phrase that tells about each picture.
Write the number of the phrase under the picture.

1. A bridge built over a canyon for people to walk across

2. A bridge that opens up to let boats and ships go under it

3. A bridge built over a street to join two buildings

4. A bridge built over water to join two buildings

5. A bridge built by soldiers

6. A bridge built for a locomotive

7. A bridge for cars and trucks that goes over a road

8. A bridge that is built with thick steel cables

9. An old covered bridge in the country



NEW WORDS: steel, cable, thick.
PURPOSES: To extend the children's information about bridges; to read for details; to match definitions with illustrations.

Find the matching illustration. Have them write the number of the correct definition in the blank under the picture.



Complete the name of each picture. Then write the number 1 beside each word below that has the same ending sound as the number 1 key word. Do the same for the other key words. Finish the sentences below with the correct new words from the lists.



9



1. _ock_

2. _ine_

3. _unk_

--- mine

--- bunk

--- pine

--- vine

--- clock

--- flock

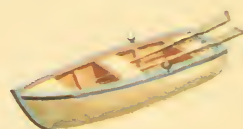
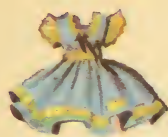
--- sunk

--- knock

A tall _____ tree grew on the hill.

The captain was asleep in his _____.

The _____ of birds was helpless in the storm.



4. _ess_

5. _ake_

6. _oat_

--- drake

--- float

--- recess

--- mistake

--- throat

--- press

--- snake

--- stress

John found the _____ crawling in the grass.

The children went out to play at _____.

The logs will _____ on the water.

Finish the rhymes below by making new words.

Let's get cool.

Come, swim in the _p_-----.

The slow old barge

Was heavy and _l_-----.

There go the sheep

Up a hill that is _st_-----.

Tom played with the toy tug

On the living room _r_-----.

Leave the dog alone

When he eats his _b_-----.

A boat uses a sail.

A train runs on a _r_-----.

DIRECTIONS: Remind the children that they can attack the new words by using the familiar phonograms in the numbered words. Direct them to write new words using the known phonograms. Check the page orally. Have the rhymes at the bottom of the page read. See the inside back cover for the list of words outside the basic vocabulary.

(Use after page 94 in Friends Far and Near)
NEW WORDS: helpless; keys; lock.
PURPOSES: To build new words by using phonograms; to use phonetic analysis in attacking words not in the basic vocabulary.



You will find the answers to these questions in your book. Write the answer to each question in your own words. Then write the number of the page on which you found the answer.

1. How did John happen to know Mr. Ringer? ---

Page ---

2. What is a rig? ---

Page ---

3. Why couldn't John see what was in Mr. Ringer's trailer? ---

Page ---

4. Who sat beside John in the truck? ---

Page ---

5. Which two people would decide if John could ride the truck? ---

Page ---

6. What kind of bulls did John see at the truck terminal? ---

Page ---

7. Why were heavy loads piled on pallets? ---

Page ---

8. Why was the loading dock built even with the truck floors? ---

Page ---

(Use with pages 95-99 in *Friends Far and Near*)
NEW WORDS: Pogo's, rig, hitched, beside, boss, terminal, bulls, forklift, pallet, dock.
PURPOSES: To read for details; to skim through reading material to find specific information; to make inferences.

DIRECTIONS: Discuss the printed directions with the children. Encourage them to write their answers in their own words in complete sentences. Allow them to use the text in order to spell words correctly. Discuss any differences of opinion the children may have.

Write the two lists of words below in alphabetical order. Sometimes you will find more than one word beginning with the same letter. In those words be sure to look at the second letter.

brakeman
doctor
job
hammer
farmer
announcer
hooks
fireman

gardener
innkeeper
kitchen
locomotive
chug
engineer
baker
lighthouse

unload
zoo
portals
numbers
ranger
steel
yard
voice

orchard
shoemaker
queen
tugboat
medicine
weigh
rig
machine

a
b
b
c
d
e
f
f
g
h
h
i
j
k
l
l

m
m
n
o
p
q
r
r
s
s
t
u
v
w
y
z

DIRECTIONS: Help the children to alphabetize the words beginning with a and b in order to recall the need to look at the second letter. Allow them to complete the exercise independently. Check the lesson orally if the children need a review of the words introduced in the unit.

(Use with pages 100-107 in *Friends Far and Near*)
NEW WORDS: portals, numbers, voice, hooked, weighed.
PURPOSES: To alphabetize words to the second letter, to review some of the new words introduced in the unit.

Vocabulary Test II

1. leaves living levers	2. mewing meaning message	3. aboard about above	4. brook brown brush	5. envelope engineer engine
6. dimes died diesel	7. chief chick thief	8. faster farmer farther	9. sister singer silver	10. breath breakfast brakeman
11. frighten freight friend	12. crawl cried crept	13. brush bridge brick	14. chances chains chairs	15. locomotive lemonade listened
16. wonder worry women	17. strange stung sting	18. scream secret second	19. garage garden gather	20. corner co-pilot conductor
21. stool stick steel	22. climbed clearly cleaning	23. thick thief brick	24. crawl crept crash	25. please pleasant plant
26. became behind beside	27. loaded locked log	28. tower tomorrow toward	29. hit hitch church	30. heavy helpless help
31. hitched hooked honked	32. warming washing warning	33. weighed freight sleigh	34. noise very voice	35. nuts numbers meaning

(Use after page 108 in *Friends Far and Near*)
VOCABULARY TEST NO. II
PURPOSE: To test the mastery of important words introduced in Unit II of *Friends Far and Near*.

DIRECTIONS: Direct the children to draw a line under the word the teacher pronounces. See the inside back cover for the list of words to pronounce. Review the direction words vocabulary and test.

Find the best name below for each part of this animal tale. Write it on the line.

While Mother Bear was cooking dinner her little cub went out to play. He went along the path and soon was deep in the forest. He could no longer see his way.

It was getting late, and Baby Bear did not know where he was. He decided that from the top of a tall pine tree he could look for the path to take him home.

Baby Bear climbed almost to the top of the tallest pine tree. Far away he saw his house.

He started to reach for the next branch, but he could not move his paw. It was stuck.

His other paw was stuck too. Both paws were stuck tight in the pine-gum on the pine tree.

Poor little Baby Bear could not climb up or down. He could not move from the tall tree.

Baby Bear stayed alone in the pine tree all night. He was very brave and did not cry. He waited for morning to come. When the sun came up, he saw the dew shining on the grass.

The bright sun got warmer. Baby Bear waited for it to make the pine-gum soft. At last Baby Bear pulled both his paws loose. Then down the tree he went. How happy he was to be on the ground!

Baby Bear found the path and ran all the way home. He did not stop until he saw Mother Bear. She was very worried. She was looking everywhere for her little cub.

Baby Bear was ashamed of getting lost in the woods. But his mother thought he was a clever little cub because he had waited for the hot sun to help him get loose from the pine-gum.

The Sun Helps Baby Bear
Baby Bear Gets Lost
Mother Bear Cooks Dinner

Baby Bear Is Safely Home
Waiting for the Night
Stuck in the Pine-Gum

DIRECTIONS: Direct the children to read each part of the story carefully and select the title which best tells what each part of the story is about. Have them write it on the blank line. The children may pick an event in the story to illustrate.

(Use with pages 109-117 in *Friends Far and Near*)
NEW WORDS: tale, pine-gum, cooking, deep, dew, path, clever, tight, loose, both, ashamed.
PURPOSE: To read for the main idea; to improve story comprehension.

Some words have two or more different meanings.
In each sentence below decide which meaning of the underlined word is used. Write the number of that sentence next to the correct answer.

1. The lazy rabbit had pine-gum on both hands and on his face.

---- to look at

---- a look

2. The rabbit was ashamed to face his neighbours in the morning.

---- front part of a head

1. The rabbit set down his bucket in the path and shouted at the wolf.

---- to start

---- to place

2. Mother will use her new set of lunch dishes.

---- things used together

1. The little boys sat on the grassy bank and caught some fish.

---- to pile up

---- a place for money

2. Some people work and save to put all they can in the bank.

---- an edge of a brook

1. The little tug went out to push the big ship to the dock.

---- a hard pull

---- a boat

2. The puppy gave a sudden tug at the rope but could not get away.

---- to pull hard

1. There was not enough water in the spring and brook and ponds.

---- a time of the year

---- to jump up

2. Little rabbits can spring high into the air when they play.

---- running water

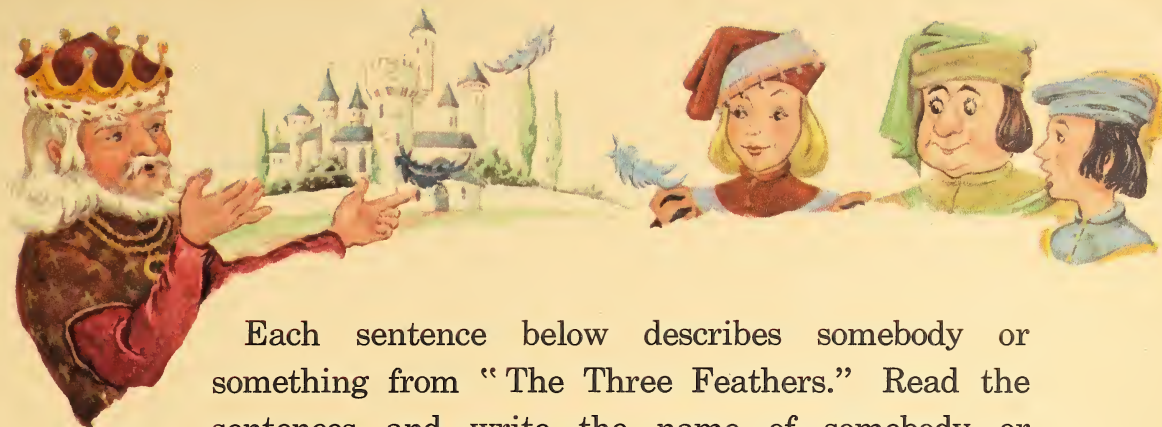
1. There had been no rain for a very long time and the land was very dry.

---- to bring to ground

---- to go ashore

2. The pilot will land the plane in the open field.

---- the ground



Each sentence below describes somebody or something from "The Three Feathers." Read the sentences and write the name of somebody or something that is described. Use the list below if you need help. Some of your answers will be the same.

1. He was wise and old.
2. He was a quiet lad.
3. They called their brother Simpleton.
4. He grew old and sick.
5. It flew straight up and came to the ground.
6. She sat with some little toads around her.
7. She hopped back and forth.
8. The fat toad opened it with a key.
9. It was so fine that no better could be found.
10. Each one got a piece of cloth from a trader.
11. He was surprised when he saw the carpet.
12. They said that Simpleton could never rule.
13. One flew to the east and one to the west.
14. They did not want Simpleton to become king.
15. She sent the maid for her box.
16. It was so sparkling that it was beautiful.
17. Each of Simpleton's brothers bought one.

the king

the fat toad

an iron ring

the two brothers

Simpleton

the waiting maid

treasure box

two feathers

one feather

the carpet

one ring

In each blank below write the two letters needed to make a word. Listen to the sound of these letters as you say each word to yourself.

ch	th	sh	wh
----ance	----ird	----one	----ale
in ----es	ga ----er	a ----amed	every ----ere
coa ----	for ----	cra ----	----istle

Listen for the sounds of **ch**, **th**, **sh**, and **wh** in the underlined **new** words. Then finish each sentence by underlining the correct phrase.

- | | |
|--|---|
| <p>1. When you take a <u>bath</u> you wash yourself. go to sleep.</p> <p>2. The tree makes a <u>shadow</u> in the sun. in the dark.</p> <p>3. A treasure <u>chest</u> is a box. a crown of gold.</p> | <p>4. When you <u>whisper</u> you shout. speak softly.</p> <p>5. The <u>peaches</u> that arrived are fresh fruit. old vegetables.</p> <p>6. To <u>polish</u> the table means to shine. to sell.</p> |
|--|---|

In each blank below write the three letters needed to make a word. Listen to the sound of these letters as you say each word to yourself.

str	thr	spr	scr
-----ong	-----one	-----ing	-----ub
-----ike	-----ew	-----ay	-----eam
-----eam	-----ill	-----ang	-----aps

Listen for the sounds of **str**, **thr**, **spr**, and **scr** in the underlined **new** words. Then underline the correct meaning of each one.

- | | |
|---|--|
| <p>1. The tiger <u>sprang</u> from the tree.
jumped climbed</p> <p>2. The duck swims up the <u>stream</u>.
a lake a river</p> <p>3. The dog begged for <u>scraps</u>.
pieces of food fresh milk</p> | <p>4. The owl <u>screeched</u> in the dark.
cried softly cried loudly</p> <p>5. Ann was <u>thrilled</u> with the zoo.
frightened excited</p> <p>6. A stupid hen <u>scratches</u> the dirt.
digs washes</p> |
|---|--|

"The Three Feathers" will make a good play.
First you will want to read the whole story again.
Then answer the questions on this page. They will
help you to get ready for the play.

1. What people and animals shall you need ?

2. What things shall you need for the play ?

A ----- on which the king sits

Three -----

A great ----- for the fat toad's treasures

Something to use for the beautiful, fine -----

Pieces of ----- which the brothers bought

A make-believe sparkling ----- of gold

Two iron -----

A yellow ----- with the inside cut out

A make-believe ----- for the horses to draw

A great ----- hanging in the hall

3. Now think about these questions :

Where will you have the king's castle ?

Where will the two brothers go when they follow
their feathers east and west ?

How can you make believe that Simpleton opens a
trap door and walks down some steps ?

How can you make a turnip turn into a coach ?

What must the servant women do ?

DIRECTIONS: Discuss the printed directions at the top of the page. Allow the children to refer to the text and pictures. Help the children with the dramatization. Point out that only people and animals are to be listed in the first exercise.

Use with pages 125-128 in *Friends Far and Near*.
NEW WORDS: turnip, mice, servant.
PURPOSES: To organize ideas; to plan a dramatization; to read for details.

"I'll tell you a tale of how the bear came to have a short tail," said Father.

The underlined words sound alike. They do not look alike. They do not have the same meaning.

Finish each paragraph by writing the correct word in the blank.

1. "Do not pick the vegetables while the dew is still wet on the plants," said Mother. "Wait until the sun comes out and soon the _____ will be gone."

dew

do

2. "Can you see the two boats far out at sea?" asked Billy.

"No," said his brother, "the waves are so very high that I can no longer _____ them."

sea

see

3. The boys worked a whole day digging a wide hole in the back yard. They were going to fill the _____ with water and sail their toy boats.

whole

hole

4. A kitchen maid and a cook made two apple pies for dinner.

"Thank you for your help. You have _____ my work easier," said the cook.

made

maid

5. As the wind blew stronger, the blue sky slowly turned to gray. Heavy rain began to fall and the wind _____ even harder.

blew

blue

6. "Do you want the ewe or her lamb?" asked Tom.

"I'll take the _____," said Rick. "You take the lamb."

ewe

you

7. For the fourth time the great fat toad hopped back and forth before Simpleton. "Oh, has your father, the king, decided to give you a _____ chance?" she asked.

forth

fourth

8. Three times the old king had thrown the feathers into the air to see which of his sons should have the throne. Each time he said, "The _____ belongs to Simpleton."

thrown

throne

DIRECTIONS: Discuss the picture at the top of the page with the children. Be sure they understand the printed directions in parts 1, 2, and 4. Allow them to complete the exercise independently.



1. Early one morning Drakestail set forth to see the king. He wanted the money the king had borrowed. In the picture above draw the morning sun between Drakestail and Fox.

2. Make a 1 beside the friend that went down Drakestail's throat first. Make a 2 and a 3 beside the next two friends he met. Make a 4 beside the friend that crowded down Drakestail's throat last.

3. Which of Drakestail's friends had wooden legs?

4. Draw the road along which Drakestail travelled. Make it begin at his house and end at the king's city. Make it go by his four friends.

5. Which friend was very sleepy?

6. Which of Drakestail's friends carried a heavy load?

7. Why did Drakestail's friends become quite a bit smaller?

(Use with pages 129-134 in *Friends Far and Near*)
NEW WORDS: Drakestail, borrow, quite, throat, between, beehive, crowded, bit.
PURPOSES: To follow directions; to recall sequence of events in a story; to recall story details.

Say these words to yourself. How many syllables do you hear in each word? ---- See how the words are divided into syllables.

a board	crowd ed	long er	fright en
be tween	lock ing	small est	wise ly

Say these words to yourself. Make a line to divide the syllables. Remember that **a, be, ed, ing, er, est, en, and ly** may be syllables.

youngest	wanted	became	painted
beside	against	afraid	loudly
pumper	weighing	meaning	thicken
loosely	tighten	banker	clearest

Underline the word that best completes each sentence.

1. The boy jumped into bed and was soon fast ----.

alive ashore asleep

2. Snow fell and the wind blew. It was the ---- day of winter.

brightest coldest clearest

3. As soon as it was dark, Bob ---- a fire.

frosted lighted counted

4. Polly's new dress is too long. Dorothy will ---- it.

brighten harden shorten

5. The twins' coats are the same, and they look just ----.

alike ahead away

6. The children shouted ---- at playtime.

noisily lazily prettily

7. The children found the lost toy ---- the kitchen door.

began become behind

8. To reach the frightened kitten the firemen need a ---- ladder.

longer wider brighter

9. Ben had left the boat untied, and it was ---- out to sea.

docking packing drifting

10. Jack fastened the rope ---- around the trunk of the tree.

brightly tightly softly

11. The new white paint will ---- the dark room.

wooden sweeten brighten

12. The Indian ---- danced in a circle around the campfire.

crackers dancers whiskers

One night some thieves rushed to the king's palace. They wanted the hundred pieces of gold from the king's treasure box. They knocked loudly at the gate, but the gatekeeper would not let them in. So they climbed up the palace wall.

The thieves leaped into the palace yard. Then they heard the king's soldiers shouting and saw them waving their long spears.

When the king heard the noise, he rushed to the treasure room in the palace tower. He wanted to hide the gold. Quickly he opened a trap door in the floor and placed the treasure box there. Then he covered the trap door with a thick carpet.

The thieves had no spears. They had only sticks and stones. They ran from the soldiers toward the tower to find the treasure.

The king decided that he must do something quickly. He must try to save his life and the life of everyone in the palace. He thought of a clever thing to do.

The king took some oil and poured it on the steps leading to the tower. As the thieves started up the stairs, they slid on the oil and fell in a pile. They dropped their sticks and stones and were caught by the soldiers.

Everyone shouted with joy. The king had saved his people and the gold. He had showed that he was brave and clever.

In each blank write the word or phrase that answers the question.

1. How did the thieves get into the palace yard? *climbed up wall*
2. Who would not open the gate? *gatekeeper*
3. How many pieces of gold did the king hide? *100*
4. How did the king cover the trap door? *thick carpet*
5. What were the king's soldiers holding? *spears*
6. What did the thieves carry? *sticks, stones*
7. What did the king pour on the steps? *oil*
8. Who caught the thieves? *soldiers*
9. What did the king do for his people? *saved them*

Make new words by adding **ly** to the words below.

fair	sad	loud	light
deep	quick	sudden	safe

For words that end in **y**, change the **y** to **i** before adding **ly**. **Easy** becomes **easily**. **Lazy** becomes **lazily**.

Write the words below with the ending **ly**.

hungry	merry	happy
noisy	sleepy	angry

One of the words in the lists above means the same as the underlined words in each sentence.

Write the word in the blank beside each sentence.

1. Drakestail walked with quick steps.
2. He travelled on, singing with a happy voice.
3. Lady River answered as if she were almost asleep.
4. The bees buzzed in a loud way.
5. With much noise, Drakestail knocked at the gate.
6. The king shouted as if he were angry at his men.
7. All of a sudden Drakestail remembered.

Adding **er** to some words makes those words mean "one who does." One who **drives** is a **driver**. One who **paints** is a **painter**. Write the correct words in the sentences below.

1. One who works is a
2. One who keeps an inn is an
3. One who teaches is a
4. One who farms is a
5. One who carves is a
6. One who sings is a

Some stories tell about real things. Some tell about magic things. Write R before each part of the story that might be real. Write M before each part of the story that might be magic. Find the best name below for each part and write it on the line.

A Kind Family
 R A poor young fisherman once lived with his mother in a small village. The people of the village loved them because they were good and kind. They were always ready to help people in need. They made everyone welcome in their tiny home.

A Beautiful Day
 R One morning in the spring the sun shone brightly on the sea. Every little wave danced and sparkled. A light wind blew the fresh smell of the sea across the land. The sky was so blue and the sun was so warm that everyone felt happy.

An Unlucky Fisherman
 R The fisherman rowed far out over the sea. He threw out his line and waited for the fish to bite. Morning turned to noon, and afternoon to night, but never a tug did he feel on his line. There seemed to be no fish in the sea that day.

A Strange Clam
 M At last there was a tiny tug on the line. The fisherman had caught a small clam. He threw it into a basket and rowed toward home. Soon it became hard to row. He looked into the basket and saw that the clam was growing larger and larger.

A Sad Princess
 M The clam shell began to open slowly. A bright light shone from inside the shell, and soon a beautiful princess stood before the fisherman.

"I am without a name or a home," she said softly. "Will you take me home with you?"

A Kind Welcome
 R "Come in, my dear," called the fisherman's mother. "You are welcome to stay with us as long as you wish."

"You are very kind," said the princess. Her eyes shone now and she no longer looked sad. At last she had a home.

Clams for Supper
 A Storm at Sea
 A Beautiful Day

A Sad Princess
 A Kind Family
 A Strange Clam

An Unlucky Fisherman
 How to Row a Boat
 A Kind Welcome

Sounds That Are Alike

Say **cloud** and listen to the sound of **ou**.
Say **crowd** and listen to the sound of **ow**.
Sometimes **ow** and **ou** sound alike.

The words below the sentences have the same sounds of **ow** and **ou**. Write the word in the blank that best completes the sentence.

1. A fisherman found a strange clam in his basket.

sound found about

2. A great white cloud sailed across the blue sky.

hour proud cloud

3. The king shouted to his servants in a loud voice.

shouted pounded bounced

4. A great crowd of people stood in the bus station.

clown plow crowd

5. The tower of the castle reached to the sky.

crown tower flower

6. A town is smaller than a city.

down brown town

Say **join** and listen to the sound of **oi**. Say **joy** and listen to the sound of **oy**. Sometimes **oi** and **oy** sound alike.

Some of the words in the lists below are **new**. They have the same sound of **oi** and **oy**. Write the word in the blank that best completes the sentence.

1. Steam came from a pan filled with boiling water.

2. A fisherman found a shiny silver coin near the shore.

3. The truck driver stopped to buy oil and gasoline.

boiling enjoys
coil toy
spoiling coin

4. The girls sang their songs with high sweet voices.

5. On rainy Saturday afternoons, Bob enjoys reading.

6. Betty looked up at the sky and pointed to a star.

pointed boys
oil voices
joys soil



You will find the answers to these questions in your book. Write the answer to each question in your own words. Then write the number of the page on which you found the answer.

1. What presents did the village people bring to the princess?

Page

2. Why did the princess want no one to watch her weaving the flax?

Page

3. What price did the princess ask for her beautiful cloth?

Page

4. Why was the old man pleased when he saw the cloth?

Page

5. What was going on while the fisherman and the old man had a wonderful dinner?

Page

6. What did the fisherman find waiting for him when he reached home?

Page

7. When did the fisherman's luck change and good fortune begin?

Page

DIRECTIONS: Direct the children to reread the pages in the text quickly to find the answers to the questions. Encourage them to write the answers in their own words. Allow them to use the text to help them with spelling.

(Use with pages 147-154 in *Friends Far and Near*)
NEW WORDS: weaves, flax, rice, thousand, yen, price, music, fortune, changed.
PURPOSES: To read for details; to skim through reading material to find specific information; to recall story facts.

Find the word to match each meaning. Write the number of the meaning in the blank before the word.

1. a house for bees
2. sounds made by musicians
3. to jump or spring
4. to reach or come to a place
5. not bright or interesting
6. a chair on which a king sits
7. to make cloth
8. a soldier's pointed pole
9. a large fine house
10. not tight
11. a great, happy feeling
12. what a king does for his country
13. feeling upset because one has done something that is not right
14. one who works in a house for others

15. to strike a blow
16. shining brightly
17. to make different
18. a story
19. chance or luck
20. ten hundred
21. a covering for floors
22. quick in learning
23. packed together tightly
24. part of one's neck
25. a white or yellow vegetable
26. to get something which you promise to give back
27. seeds of a plant that are good cooked
28. tiny drops of water on the grass

- | | | | |
|-------------|------------|--------------|------------|
| 11 joy | 7 weave | 6 throne | 15 knock |
| 3 leap | 16 borrow | 4 arrive | 22 clever |
| 8 spear | 23 crowded | 10 loose | 13 ashamed |
| 9 palace | 27 rice | 28 dew | 2 music |
| 1 beehive | 25 turnip | 19 fortune | 21 carpet |
| 20 thousand | 14 servant | 24 throat | 5 stupid |
| 18 change | 12 rule | 16 sparkling | 16 tale |

(Use after page 154 in *Friends Far and Near*)
VOCABULARY TEST NO. III
PURPOSE: To test the meanings of important words introduced in Unit III of *Friends Far and Near*.

DIRECTIONS: Direct the children to number the words to match their definitions. Check the exercise orally to determine whether individual mistakes are due to word recognition or word meaning difficulty. Introduce the direction word match.

After the mink swam away from the men, one fisherman asked these questions. Underline all the correct answers. The page numbers will help you decide what sentences are correct.

A. Where do minks live? (Page 156)

1. They live on a bank near the water.
2. Sometimes they build nests in trees.
3. Their home is under a pile of brush.

B. How do minks live? (Page 156)

1. They sleep in a cave all winter.
2. They hunt for their food at night.
3. They spend the day sleeping under brush.
4. They play in and out of the water.

C. What do minks eat? (Pages 156 and 161)

1. They eat mice and turtles.
2. They eat bread and seeds.
3. They eat frogs and fish.

D. How do minks travel? (Pages 156, 160, and 163)

1. They swim and dive in the water.
2. They move very slowly on land.
3. They can climb the trunks of trees.
4. They can scamper through the treetops.
5. They swim with their heads out of water.

E. What is true about the mother mink?

(Pages 159, 162, and 163)

1. She has a good sense of smell.
2. She growls when danger is near.
3. She mews like a cat.
4. Her fur is soft and gray.
5. She carries her babies in her teeth.

F. What is true about the baby minks?

(Pages 156 and 161)

1. They eat food which their mother catches.
2. They like to go creak-bump in a boat.
3. Their mother teaches them to catch fish.
4. Their eyes are not open until they grow up.
5. They obey their mother's signal.



Syllables and Vowel Sounds

Here are some words with two consonants in the middle. Draw a line to show how they are divided.

window numbers happy pasture blossoms

Underline the vowel in the first syllable of each word. Is it long or short?

Divide each word below into syllables. Write S in the blank if the vowel is short in the first syllable.

---- winter	---- cabbage	---- tassel	---- silver
---- letter	---- basket	---- signal	---- pallet
---- princess	---- scamper	---- blanket	---- pencil

In a syllable when a vowel is between two consonants, it is usually short.

Some two-syllable words have only one consonant in the middle. This is how they are usually divided.

pi|lot spi|der mu|sic pa|per po|ny

Underline the vowel in each first syllable. Is the vowel long or short?

Divide the words below into syllables. Write L in the blank if the vowel in the first syllable is long.

---- tiny	---- lady	---- grocer	---- even
---- motor	---- tiger	---- stupid	---- become

In two-syllable words with only one consonant in the middle, that consonant usually goes with the second syllable. The vowel in the first syllable is long.

Divide each of the words below into syllables. Underline the vowel in the first syllable. Write S in the blank if the vowel is short. Write L if it is long.

---- welcome	---- button	---- decide	---- rodeo
---- lazy	---- behind	---- over	---- buffalo
---- basket	---- blizzard	---- picnic	---- radio
---- pilot	---- open	---- follow	---- suddenly

PURPOSES: To teach the recognition of opened and closed syllables; to review long and short vowels; to recognize the vowel sounds in open and closed syllables.

sonants and when there is one medial consonant. Point out the difference in the vowel sounds in the first syllables. The last column in the third exercise contains three-syllable words.



beaver



swallow



chipmunk



woodchuck

Write the correct answer in each blank.

We build our home of mud. My husband and I carry mud in our sharp bills to a safe place under the roof of a barn or house. We make many trips before we have enough bits of mud for our nest.

We line our home with soft feathers. Here we can keep our babies warm and dry. When they are old enough to find their own food, they leave the nest.

Who am I?

My home is a long hole under the ground. I used my front feet to dig the hole. With my back feet I pushed out the dirt and left it in a pile near the door. If the shadow of an enemy passes, I can pop down the long hole to safety. The nest at the end of the hole is lined with soft grass.

When I leave my comfortable home, several families of white-footed mice may move into it.

Who am I?

I live near small brooks or lakes. My home is a room built in a dam. I build the dam in the water. It is made of stones, tree trunks and mud. I cut small trees down with my sharp teeth. I use my flat tail to put mud on the dam to hold it together.

My room is above the water inside the dam. I swim under the water to come in my door.

Who am I?

My home is a big room far under the ground. It is lined with soft grasses. There is a way into the home that we use most of the time. There is a secret way to use when danger is near. If an enemy tries to dig down our front doorway to the big room, we can go out the secret doorway.

I have a brown coat with black and white lines on my back. I like to gnaw on grain or nuts.

Who am I?

One or More Than One

"Just a lot of thieves!" cried the man.

"The mink is not a thief," said his friend.

Look at the underlined words in the sentences above. Some words that end in **f** or **fe** are changed when **es** is added. The **f** or **fe** is changed to **v**.

Leaf becomes **leaves**.

Wife becomes

Knife becomes **knives**.

Half becomes

Life becomes **lives**.

Wolf becomes

Write the correct form of the underlined word in each blank.

1. Bob's father said he might choose one from the knives at the store.

2. Not a leaf is left on the tree. All the are on the ground.

3. Mother cut the apple in two She gave one half to Mary.

4. Tom liked the story about the thirty One thief had a wooden leg.

5. The king saved his servant's Later the servant saved the lives of the princes.

6. The leader of the pack of ten hungry wolves was an old and brave gray

Make new words by adding **self** or **selves**. Then finish the sentences below by writing the correct word in each blank.

my it our

him your them

David and Ben were going fishing. Ben put the gear in the rowboat by

Their father called, "Take care of, boys."

They answered, "We'll take care of"

The boys fished while the boat drifted by

David caught four fish all by Together they caught ten fish to take home. They would go fishing by again.

Use with pages 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100. PURPOSE: To recognize changes in the structure of plural words; to present the rule of changing f to v when adding es to a word; to enrich word meanings.

Allow them to finish the exercise independently. Discuss the change in meaning of pronouns when self or selves is added. Introduce the direction word form.



Some of these sentences are true about white-footed mice. Mark them T. Some are untrue. Mark them U. Write the number of the page on which you found the answer.

	Page
---- 1. The mice store enough food for all winter.	----
---- 2. They sometimes live in an old woodchuck's hole.	----
---- 3. Several mice families may live together.	----
---- 4. They gnaw grain with their sharp teeth.	----
---- 5. These mice have thick fur on their tails.	----
---- 6. White-footed mice have bright black eyes.	----
---- 7. Dogs are their only enemies.	----
---- 8. Brown and black fur covers their bodies.	----
---- 9. White-footed mice cannot climb above the ground.	----
---- 10. They like to stay under the snow for safety.	----
---- 11. White-footed mice gnaw roots and root stalks.	----
---- 12. The mice run across open stretches of snow.	----
---- 13. The mice do not like to eat meat.	----
---- 14. Owls are enemies of white-footed mice.	----
---- 15. When danger is near, the mice sit very still so that they won't be seen.	----
---- 16. They roll themselves into round balls to sleep.	----
---- 17. The mice like bugs and berries as well as grain.	----

DIRECTIONS: Allow the children to do the page independently. When they have finished discuss the answers. Encourage them to tell about any mice they may have observed or owned. Introduce the direction word mark.

(Use after page 172 in *Friends Far and Near*)
NEW WORDS: adventure, stretch.
PURPOSES: To read for details; to recall story facts; to discriminate between true and false statements.



1. Find the calf in the picture. Make an X below him.
2. Put a O over the big animal that is near the bottom of the ocean.
3. Make a ☆ above the calf to show where he takes in air.
4. Draw a box around the animal that weighs as much as seven large horses.
5. Make an F on all the fish in the picture.
6. Make a Δ over the animal that could not be breathing in this picture.

7. Find a big fin on one of the fish. Write "fin" beside it.
8. Draw a circle around the fish that is a baby whale's enemy.
9. Make a line like this ~~~~~ along the surface of the water.
10. The whale calf uses one part of his body to signal his mother. Write the name of it here.

11. About how often does a whale need to come to the surface of the water for air? Write the number of minutes here.

(Use with pages 174-179 in *Friends Far and Near*)
 NEW WORDS: calf, ocean, surface, bottom, fins.
 PURPOSES: To follow printed directions; to clarify concepts presented in the text.

DIRECTIONS: Have the children follow the printed directions. Check the exercise orally to be sure the concepts are clearly understood. Encourage a discussion about the picture. The children may look for further information about the sea and its inhabitants.

DIRECTIONS: Help the children to understand that all the choices of answers are correct meanings of the underlined word but that only one is correct for the meaning used in the sentence. After the page is completed, the children may think of sentences using the other two meanings of each word.

(Use with pages 174-179 in *Friends Far and Near*)
 NEW WORDS: island, raised.
 PURPOSES: To emphasize multiple meaning of words; to use context clues; to discriminate between the different meanings of words.

The underlined words in these paragraphs have more than one meaning. Read each paragraph and the three meanings of the underlined word. Decide which meaning is correct for the paragraph and draw a line under it.

1. The king's son was a bright lad. Everyone thought he would make a good ruler.

- shining
- clever
- very clear

2. It was still light when our boat docked. We had arrived before nightfall.

- to set fire to
- not heavy
- not dark

3. The two white-footed mice ran quickly along the track under the snow to reach their hole.

- a path or trail
- to follow
- a sign left behind

4. Sharp Ears' mother swam to him. She put one end of her fins under his body and raised him to the surface.

- to lift
- to build
- to grow

5. A whale will surface every seven minutes for air. He does not breathe while under water.

- to come up
- the outside
- not deep

6. Sharp Ears pushed the rocks at the bottom of the ocean. He nosed his way between them.

- part of a head
- to push ahead
- the sense of smell

7. The trip to the island would take three days. They wanted to cover thirty miles each day.

- to pass over
- to hide
- to place over

8. The young whale calf edged along the bottom of the ocean. He was following his mother.

- the cutting side
- the outer side
- to move slowly

9. The fisherman heard a clear voice call, "Look ahead!" The lookout man spotted a whale.

- clean
- not stormy
- easily heard

10. Terry was helping her mother cook dinner. She poured the thick molasses into the bowl.

- not thin
- crowded
- stupid

A. When you were little, your mother helped you when you were in danger. She held your hand when you crossed the street. She had to keep you from hot things and from falling off high places. Animal and bird mothers take good care of their babies too.

B. Animal and bird mothers teach their babies what to do when an enemy is near. Rabbits teach their babies to stay very still. Deer hide their babies in the forest. If they rest quietly, they may not be seen. Hens teach chicks not to make a sound.

Under each sentence write three things that you should remember to tell this story.

A. Your mother took good care of you when you were little.

1. -----

2. -----

3. -----

B. Animal and bird mothers teach their babies about danger.

1. -----

2. -----

3. -----

C. Animal and bird mothers make safe homes for their babies. Birds build nests high in trees or hide them in grass or bushes. Bears live in caves. Other animals, such as chipmunks, live underground. They often have a back door to use if an enemy traps them.

D. Animal and bird mothers lead the enemy far away from their babies. A fox will do this when dogs come near. A deer will make tracks in the snow to lead the enemy away. Birds make believe they are weak and hop on the ground and lead the enemy away.

C. Animals and birds make safe homes for their babies.

1. -----

2. -----

3. -----

D. Some birds and animals lead enemies away from their babies.

1. -----

2. -----

3. -----

Read each sentence carefully. Write the correct word in each blank.

1. It was very -----
in the morning. The sun was
just coming up. Dew was still
on the grass. Only birds were up
----- than Nan
and Jane and their grandfather.

early earlier
earliest

2. They all went into the garden.
"You have -----
eyes than I have," said their
grandfather. "Nan's eyes are the
----- What
do you see in that tree?"

sharp sharper
sharpest

3. "It's a bluebird," said Nan in
a very ----- voice.
"Of all the birds I know, its song
is the ----- and
the sweetest."

soft softer
softest

4. "That little bird is one of the
----- birds
I have ever seen," said Jane.
"Look at its -----
red throat and blue wings."

lovely lovelier
loveliest

5. "There's the mother bird," said
Grandfather. "She's -----
building a nest. Soon she will be
even ----- laying
eggs and setting on the nest."

busy busier
busiest

6. Jane looked around and said,
"The mother bluebird is not as
----- as the father.
I think his feathers are much
----- than hers."

pretty prettier
prettiest

7. Grandfather said, "The mother
bird stays in the nest. It's not
so ----- for enemies
to see her. Bright colours are
much ----- to spot."

easy easier
easiest

8. The father bluebird flew away
from the nest. He was back as
----- as a wink. He
took the -----
way there was back to his nest.

quick quicker
quickest

DIRECTIONS: Direct the children to read each paragraph carefully and write the correct word in each blank. The children may draw a picture of bluebirds or other birds they have observed. Discuss how birds build nests. Introduce the direction word carefully.

(Use with pages 186-193 in *Friends Far and Near*)
NEW WORD: wink.
PURPOSES: To recognize and use the positive, the comparative, and the superlative forms of adjectives; to use context clues.

You can learn about birds by watching what they do. Read each story below. Then underline the sentence that tells what the bird is doing.

1. The Lady of the Garden walked out of the house. She looked at the flowers and vegetables that were growing in her garden. Then she picked up the hose and began to sprinkle the thirsty plants.

Soon Blackie flew down from a nearby tree and followed the Lady of the Garden. Now and then he bobbed his head and picked up something from the ground.

He was helping the lady.

He was smelling the flowers.

He was catching worms.

2. A small song bird named Gray Cap came darting through the woods. Quickly he flew from tree to tree, beating his wings.

Behind Gray Cap was a larger shadow sliding over the ground. There was the sound of heavy wings zooming past.

Gray Cap shot between the branches. "T-weep! T-weep!" he puffed. "That was close."

He was looking for bugs.

He was flying from a hawk.

He was visiting friends.

3. The blackbirds bounced around Mr. Hawk. When he went into a steep climb they flew after him, climbing higher and higher into the clear blue sky.

To the right of Mr. Hawk, to the left of him, behind him, flew the blackbirds, but never below him. They pulled feathers from his neck. They struck his back with their sharp bills. They danced on his shoulders.

They were playing a game.

They were after Mr. Hawk.

They were hunting for food.

4. Dusty was working with a pile of dry grass on the branch of a tree. Blackie flew to the branch with a piece of old string in his bill. He left it on the branch and spread his wings again.

Dusty picked up the string. With her bill she placed it in the dry grass. Then she hopped inside the pile. She turned first one way, then the other, round and round.

She was eating her supper.

She was feeding her babies.

She was building a nest.

(Use with pages 186-193 in *Friends Far and Near*)
NEW WORDS: blackie, hawk, puffing, string, worms, close, steep, struck, spread.
PURPOSES: To read for the main idea; to draw conclusions.

DIRECTIONS: Direct the children to follow the printed directions. Encourage them to use library resources to find additional information about blackbirds. Discuss the group actions of birds, such as migration.

Circle the word that best completes each story.
Write it in syllables. If the vowel in the first syllable
is short, write S beside it. If it is long, write L.

1. Grandmother Spears had filled
some heavy cloth bags with soft
feathers to make -----.

ribbons pillows slippers

2. Dorothy finished setting the
table. She put the last piece of
----- in the right place.

silver signal sister

3. Julie was supposed to go to
the park with Ann. But she
was sick and in bed. She asked
Mother to call Ann and give her
a -----.

begging matter message

4. Spring had come. Winter snows
were gone. Plants began to come
up. The grass turned green. Soon
the apple trees would be covered
with -----.

blossoms butter burros

5. Steve's big brother bought two
tickets for the rodeo.

"I have a surprise for you," he
told Steve. "----- Birthday!"

Hurry Hello Happy

6. The ocean liner was far out at
sea. People were looking at the
lovely sky in the west. The
flaming sun was just -----.

putting sitting setting

7. Dorothy wanted to write Aunt
Polly to thank her for a present.
She decided to write her letter
on white -----.

lady paper idea

8. The announcer at the airfield
called the airplane on his two-
way radio. The ----- took the
message down on paper.

tiger pilot pony

9. The children in Jack's room at
school saw some slides about
trains. They told the teacher they
liked the slides about ----- best.

engines under welcome

10. The workmen were worried
about the coming storm. They
turned on the ----- to get the
latest news.

music radio rodeo



Some of these sentences about the South Seas are true. Some are not true. Underline every sentence that is true of the South Seas.

1. People live on islands with the sea all around them.
2. There are many high mountains and swift rivers.
3. There are coral reefs between the islands and the sea.
4. It is so warm that people wear almost no clothes.
5. Sometimes there are some very heavy rainstorms.
6. There is never a cool breeze in the air.
7. Tall pine trees grow along the shore of the islands.
8. A very important tree in the South Seas is the coconut.
9. The people eat the meat of the coconut and drink the milk.
10. Coconut leaves are good to eat too.
11. Children of the South Seas learn to gather nuts.
12. Everyone travels from island to island by airplane or car.
13. Men and boys know how to paddle or sail a canoe.
14. The people get their drinking water from the sea.
15. Coconuts grow in bunches at the top of tall trees.
16. The roofs of the houses are repaired with coconut leaves.

(Use with pages 196-203 in *Friends Far and Near*)
NEW WORDS: south, coconut, breeze, coral, reef, bunch, repairing, canoe, paddle.
PURPOSES: To summarize and form generalizations; to distinguish between true and false statements.

DIRECTIONS: Some children may need to refer to the text while doing this exercise. After the page has been completed, discuss the answers and any differences of opinion.

Say **shawl** and listen to the sound of **aw**. Say **caught** and listen to the sound of **au**. Sometimes **aw** and **au** have the same sound.

The words in the lists below the sentences are **new**. They have the same sound of **au** and **aw**. Read them all. Write the word that best completes each sentence in the blank.

1. After Danny hooked the fish, he
----- it into the boat.

2. Some children like ice cream
with strawberry -----.

3. When Nan learned a new song,
she ----- it to Jean.

autos

fault

sauce

cause

hauled

taught

4. Boiling water will -----
ice very quickly.

5. Peggy's little kitten has very
sharp -----.

6. Bill's job at home is to take
care of the -----.

jaw

raw

law

claws

lawn

thaw

The underlined words in the sentences are **new**. Remember the special sounds of vowels followed by **r**. Read each new word and underline its correct meaning.

1. Patu takes care not to harm
himself with his sharp knife.

to hurt

to help

2. The fish returned again and
again to the burning torch.

came back

turned over

3. The boys rode the horse for a
short while around the yard.

not long

not good

4. Shirley bought three skirts at
the store.

fruit

girl's clothing

5. The hunters could hear the
snorting of wild animals.

noise

footsteps

6. Toto packed the dirt firmsly
around the coconut tree.

loosely

hard

7. The stork was standing on
one leg watching her eggs.

a nest

a bird

8. The boys marched like soldiers
through the park.

raced quickly moved in step

by r. Have the completed sentences read aloud and all the new words pronounced. In the second exercise, the children may find another word that has the same vowel sound as the underlined word. See the inside back cover for the list of words outside the vocabulary.

NEW WORDS: Toto, Patu, torch, boiling.
PURPOSES: To recognize the similar sounds of au and aw; to review vowels followed by r; to use phonetic analysis in attacking words not in the basic vocabulary.



Read this story about hot and cold springs. Then follow the directions on page 63.

1. When rain or snow falls on the ground, it works its way deep below the surface. Sometimes this water is caught between layers of rock through which it cannot pass. More rain or snow brings more water until the underground water is pushed up through the rock. Where it runs out of the ground, it makes a spring.

2. Hot springs as well as cold springs are made in this way. But the water comes from far below the surface of the ground where it is very hot. The water that comes from such springs is sometimes so hot that it steams.

3. There are some hot springs in North America, as well as in Iceland. Some of the most interesting of the springs are in Yellowstone and in Banff National Parks in the Rocky Mountains.

4. Yellowstone has hot springs of many different kinds. Some are pools of a beautiful deep blue. Some are filled with boiling hot mud. Some hot springs have something in the water which has been piled up bit by bit for years until it has made small hills.

5. In Yellowstone Park there are hot springs that shoot water and steam high into the air. These are called geysers. Giant Geyser shoots a tower of hot water 250 feet high. This lasts for an hour. Then it is quiet for several days. Other geysers in the park shoot forth hot water every few minutes or every few hours.

6. People use hot springs in many ways. Sometimes they cook food in the hot water. Often they pipe the hot water into houses. Other hot springs are thought to be good for sick people. They drink the water. No matter how people use hot springs, such springs are always interesting to watch.

The story you have just read has six paragraphs. Each paragraph gives you one main idea. Put an X before the sentence which tells the main idea in each paragraph.

1

- A spring is the same as a brook.
- Springs are found only in warm countries.
- Springs come from underground water.

2

- Some springs become hot far below the surface of the ground.
- No one knows how hot springs came to be.
- All hot springs send up clouds of steam.

3

- Banff National Park is in Iceland.
- Some interesting hot springs are in Yellowstone and in Banff National Parks.
- There are high mountains in North America.

4

- All hot springs look blue in the sunlight.
- Sometimes mud becomes boiling hot.
- There are many different kinds of hot springs in Yellowstone National Park.

5

- Yellowstone National Park has hot springs which are called geysers.
- Geysers shoot forth water and steam every hour.
- People do not walk too close to a geyser.

6

- Some people wash clothes in hot springs.
- The water in hot springs is never good to drink.
- Hot springs are useful and interesting to people.

Underline the second syllable of each of these words. Say each word softly.

peo|ple cir|cle jin|gle bot|tle gob|ble ped|dle

Here are some other words ending in le. Divide each word into syllables to show that in the second syllable one consonant goes with the le.

gentle	rumble	jungle	paddle
cable	nibble	candle	eagle
tumble	rattle	apple	table

Look at the first syllable of each word. Circle the first syllable if it has a long vowel.

Make an X on the syllable if it has a short vowel.

Write the words below in syllables. Say each word softly. Which syllable do you **accent**, or say more heavily? Circle that syllable.

bottom -----	purple -----
hundred -----	decide -----
raccoon -----	ahead -----
boiling -----	carry -----
parade -----	repair -----
forget -----	before -----
carving -----	welcome -----

Read the story. Circle the accented syllable in each underlined word.

Einar was busy making some Christmas presents for his brother and sisters. He carved a new troll doll for Anna all by himself. The troll was as big as Johanna and had a funny big nose and pointed whiskers.

For Tumi, Einar had started a beautiful little sailboat. He was going to paint it yellow later. Katrin needed a picnic basket, and Einar was busily weaving one.

How surprised and excited they would all be at Christmas!

Use after page 211 in *Friends Far and Near*.
NEW WORDS: Katrin, Johanna, carving, Einar, Tumi, troll, doll.
PURPOSES: To recognize the le ending in two-syllable words; to develop the concept of accent.

DIRECTIONS: Help the children hear the ple, cle, gle, fle, ble, and dle as the ending syllable of a word. At the bottom of the page help them hear the syllable that is accented. Provide further oral practice in hearing accents for children who need it. Present the direction word accent.

Read the questions and the phrases below. Put T beside each phrase that answers the question for Toto or the South Sea Islands. Put P beside each phrase that answers the question for Pablo or his country. Put E beside each phrase that answers the question for Einar or Iceland. Put M beside each phrase that answers the question for you.

The stories do not give every answer. You must think about some of the questions.



1. Where do the different children live ?

---- in a big city	---- on a small island
---- in a mountain valley	---- on a farm
2. What kind of weather does each country have ?

---- warm and dry	---- never sunny
---- long cold winters	---- warm and rainy
3. What kinds of plants grow in each country ?

---- pine trees	---- very small trees
---- coconut trees	---- banana plants
4. What water would each boy see near his home ?

---- waterfalls	---- a cold spring
---- hot springs	---- the great ocean
5. In what kind of house does each boy live ?

---- red brick house	---- stone house
---- house of mud bricks	---- house of coconut leaves
6. What work does each boy do at home ?

---- helps repair the roof	---- washes dishes
---- carries water	---- picks coconuts
---- helps with haying	---- holds a torch

DIRECTIONS: Tell the children that they may choose from the list of phrases to help them answer the questions. Have them discuss the three different countries. Since this exercise requires interpretation by the children, allow for differences of opinion. Introduce the information word weather.

(Use with pages 213-219 in Friends Far and Near)
 NEW WORDS: Pablo, valley.
 PURPOSES: To recall story facts; to classify information; to make comparisons.

Read each paragraph and the three words below it.
Each word could be used to complete the paragraph,
but one is best. Circle the answer you think is best.

1. Pablo dropped another log in
the big fireplace. A small red
---- flew out on the floor.

flame spark burn

2. The earthen jar weighed many
pounds. Pablo could not pick it
up. It was too ----.

round big heavy

3. Pablo has not eaten well for
a very long time. He has lost
many pounds. He is very ----.

tired thin tall

4. Pablo's father backed the
donkey to the cart. Then he ----
the donkey to the cart.

hooked tied hitched

5. Pablo took a stick and made a
hole in the dirt. Then he ----
his poppy seeds in the earth.

put planted crowded

6. Pablo dipped his foot into the
icy water. He pulled it out
quickly. The water was too ----.

cold cool fresh

7. Antonio asked the way to
the village. His friend lifted
his hand and ---- to the north.

looked shouted pointed

8. Pablo was pleased with the
poppies and the jar of water.
He ---- at his friend Antonio.

laughed smiled shouted

9. Pablo picked a ---- of ten ripe
bananas for the family to eat for
dinner that night.

pound lot bunch

10. Pablo could see the cup at the
bottom of the brook. He put his
arm into the ---- water.

cool deep clear

11. Pablo climbed the mountain.
It was not easy, for the side of
the mountain was very ----.

hilly high steep

12. The handkerchief had many
seeds tied in one corner. To get
the seeds, Pablo ---- the corner.

untied hit cut

(Use with pages 220-225 in *Friends for and Near*)
NEW WORDS: poppy, Antonio, dipped, handkerchief, earth.
PURPOSES: To distinguish between words of similar meaning; to use context clues; to make judgments.

DIRECTIONS: Be sure the children understand the directions. Have them explain the reason for their choice. Discuss with them why one word is the best. Allow for individual differences of opinion.



Number these paragraphs in the order in which they happened in the story.

---- Old Antonio asked a man if he knew a boy named Pablo. The man told him that Pablo had been sick for a long time. He had stayed too long in the hot sun the day he planted the poppy seeds in the valley.

---- One morning Old Antonio found three red poppies beside his spring. The poppies made him remember how happy he had been when he was a boy. There had been red poppies growing in front of his house long ago.

---- Old Antonio took a jar of cool spring water and a bunch of red poppies to Pablo's house. He put the poppies on Pablo's pillow. He gave the sick boy a drink of the fresh spring water.

---- "Take your water from the spring," Old Antonio told Pablo. So Pablo filled his jars.

---- Old Antonio remembered a boy named Pablo who had come to plant poppy seeds. "If he comes back," he thought, "I'll let him drink from my spring."

---- Old Antonio told Pablo to ask his father to help dig a ditch. The ditch would carry water from the spring to Pablo's house.

---- The people said, "This good water is a present from Old Antonio." Everyone in the valley was now the old man's friend.

---- "There is enough water for all," Pablo told the old man. So Old Antonio told the neighbours to take some of the water. There was enough water for everyone.

---- Pablo took a drink of the fresh sparkling water. He was no longer afraid of Old Antonio. When he was well again, he went to see the old man.

the story in the text and write the correct number in each blank. Later discuss the events which led to the change in Old Antonio and Pablo's part in bringing about the change.

NEW WORD: ditch.
PURPOSES: To recall story sequence; to practise skimming familiar material.

Seeing Words Change

Dorothy likes to **ride**.

She is **riding** a brown horse.

Words ending in silent e drop the e before adding the endings **ed** and **ing**.

Write the **ing** form of these words.

like	change	raise
close	save	make

Some words double the last consonant before adding the endings **ed** and **ing**. The word **drop** becomes **dropped** or **dropping**. Write the **ed** form by doubling the last consonant of these words.

stop	beg	dip
trip	pet	tap

Read each sentence. In the blank write the **root word** of the underlined word in the sentence. Remember some root words do not change when an ending is added.

- Pablo had stopped next to a river. _____
- He dropped his coat and sat down. _____
- He was hungry after travelling so far. _____
- The sun was shining and very warm. _____
- Pablo was eating his corn bread. _____
- He was thirsty and needed something to drink. _____
- Pablo dipped his cup into the brook. _____
- He brought it up filled with water. _____
- He was so surprised that he almost dropped it. _____
- Sitting in the cup was a small frog. _____
- Pablo cupped his hands around it. _____
- He slipped it into a handkerchief. _____
- He showed it to his mother and let it go. _____
- In a few minutes the frog hopped away. _____

(Use after page 225 in *Friends For and Near*)
NEW WORD: *few*.
PURPOSES: To recognize words dropping silent e before an ending; to recognize words doubling the final consonant before an ending.

DIRECTIONS: Help the children understand and interpret the rule of dropping the final e before adding *ing* and *ed*. Help them with the rule of doubling the final consonant before adding an ending. Point out to them that the sentences at the bottom of the page tell a short story which they may illustrate.

Find in your book the answers to each question.
Then read the sentences below each question, and
underline every correct answer. Write the numbers
of the page or pages where you found the answers.

1. Why was Jobie taking care of the farm alone? Page ----
 His father and brother had taken the colts to
 get shoes.
 Everyone else was working at a neighbour's farm.
 His mother had gone to the Abels'.

2. How did Jobie know it was milking time? Page ----
 The cows came from the pasture to the barn.
 A tree frog began to sing.
 The hen called her chicks together.
 The dog came to Jobie and barked.
 The big tree's shadow moved across the grass.

3. What did Jobie see when he rested in the lane? Page ----
 He saw a chipmunk peep out of a hole in the wall.
 He watched the cows start down the lane.
 He saw a dragonfly dart across the lane.
 He saw a fox run along the wall.
 He saw the pigs sleeping on their sides.

4. What did Jobie do to bring home the herd? Pages ----
 He climbed a tree to look for the cows.
and ----
 He called, " Co'boss ! Co'boss ! "
 He counted twenty-three cows as they came from
 the woods.
 He went back near the lane to wait for Blossom.

5. How were Blossom and her calf brought home? Pages ----
 Jerry went up the lane to look for Blossom.
and ----
 Jobie waited whenever Blossom stopped to let
 the calf rest.
 Dad carried the weak new calf in his arms.
 Jobie walked beside Dad, and Blossom followed.

Other
If your school is in a rural community, have the children discuss any farm chores they do.
classes may use library material to find out about work that children may do on farms.

NEW WORDS: Jobie, lane, twenty-four, co'boss.
PURPOSES: To read for details; to skim through reading material to find specific information;
to recognize cause-and-effect relationships.

The underlined phrases in the sentences below are interesting ways to describe things. Think of the real meaning of the words. Underline the phrase that means nearly the same as the underlined phrase.

1. The meadow stretched before Jobie like a green carpet.

bumpy and uneven
good to eat
pleasant and soft

2. Like a knife the flashlight cut the dark night.

at suppertime
white and clean
clearly and sharply

3. Jobie was so proud that he stood like a soldier.

very straight
propped up
ready to run

4. The brook was a ribbon of silver in the moonlight.

looked shiny
was a lot of money
ran swiftly

5. As Dad and Jobie walked home, the stars shone like candles.

were soft blue
were bright and clear
looked dark and black

6. Anna thought she saw a troll, so she stood like a stone.

very rocky
not moving
hard as stone

7. Toto's skin was the colour of wild honey.

soft as honey
soft and silver
golden brown

8. After the long winter, spring came with a rush.

with a loud noise
running up and down
very quickly

9. Toto's hair was like the shadow of a crow's wings.

soft and brown
very black
sunshine and shadow

10. With wings on his feet, Jobie ran out to his father.

quickly
very slowly
through the air

11. While the red sun set, the water seemed to be on fire.

shone clearly
looked red
burned brightly

12. Pablo set his heart on planting poppies in the valley.

grew big
wanted very much
would like

Look at the first syllable as you say these words.

de cide

dis contented

re member

Read the following sentences. The underlined words are **new**. They begin like one of the words above. Read the words or phrases beside each sentence. Underline the answer that has nearly the same meaning as the new word in the sentence.

1. Jobie's father could depend on him to take good care of the cows.

be sure of
stay

2. Jobie delayed going home for a few minutes while he waited for Blossom.

decided
put off

3. The family was delighted when they heard about Blossom's new calf.

very pleased
lighted up

4. Jobie's mother felt disturbed when he didn't come home.

upset
different

5. His father could see a bright light in the distance.

a place far away
a ditch

6. It was Jobie who discovered Blossom's new calf.

discontented
saw for the first time

7. When people were near, the new calf remained close to its mother.

looked like
stayed with

8. That night Jobie reported the whole story to his family.

decided
told

9. Later he repeated the whole story to his friends.

remembered
told again

10. In school they talked about the new calf at the morning recess.

playtime
worktime

to finish the page independently. Have the page read aloud to check the correct answers. Have the children think of other words beginning with de, dis, and re. For the list of words outside the known vocabulary see the inside back cover.

PURPOSES: To use phonetic analysis in attacking words outside the known vocabulary through a known first syllable; to test the meaning of the new words.

Write one of the answers below in each blank.

1. My brother may go to Bombay to visit our uncle. How he wants a red cap to wear in the big city ! I wish I could help him earn money to buy the cap, but he says I am too young.

One day when my brother earned an anna, he let me carry the coin home. We put it in a secret hiding place in our yard.

I am

2. I have a shop on the village street. I sell things that are good to eat. People going by can tell when they are near my shop by the wonderful smells. Cows stop to nibble, but they get only a small bite. I wave a big leaf to drive them away. They eat very little while I'm awake.

I am

3. I have looked many times at the caps in the hat shop. The shopkeeper has hundreds of hats and caps. I like the yellow caps, but the most beautiful one of all is red. Its price is eight annas. How can I ever earn that much money to buy the red cap ? I need a red cap to wear to Bombay.

I am

Mul Chand
a shopkeeper

the elephant driver
Mul Chand's uncle

4. I handed up the package to the man on the elephant. Mul Chand had brought the package that had been forgotten at the store. The man opened the package and found the sandals that the shopkeeper had sold him. The man thanked the boy and threw him a coin. Now I will lead the elephant away.

I am

5. I live in the big city of Bombay. My brother and his family live in a village many miles away. He has two boys who have never been away from home. I shall ask the older boy to visit me. I can bring him to Bombay the next time I pass through his village.

I am

6. I carry cans of water tied to a pole across my shoulders. I sell water. My cousin has work for Mul Chand. He wants him to drive the big oxen around the mustard oil press. Mul Chand will take the place of a worker who is sick. I am happy that I can help Mul Chand.

I am

Seth Charan
Bantu

(Use with pages 234-240 in *Friends Far and Near*)
NEW WORDS: Mul Chand, Bombay, Bantu, eight, sold, sandal, forgot, coin, Seth Charan, cousin's, mustard, press, oxen.
PURPOSES: To read for the main idea of a riddle; to use context clues.

DIRECTIONS: Direct the children to read each riddle and write the correct answer in the blank. Have them write original riddles if they would like. They may illustrate the riddles.

A message arrived one morning from Mul Chand's uncle in Bombay. It said that soon he would pass through the village. He would take Mul Chand home for a visit.

Mul Chand wanted a cap to wear in the city. He needed eight annas to buy a red one.

Mul Chand tried to find work. Whenever he earned a coin, he brought it home and put it in a secret hiding place under the large stone in the backyard.

He saved the coins until he had earned enough for the cap. He wanted to surprise both his mother and father.

You can try to earn eight annas by playing this game. You will find all the answers in the story at the top of the page. You will earn one or more annas for each correct answer.

1. Find five different one-syllable words that have a short vowel. Write them on the lines. (1 anna)

2. Find five one-syllable words that have a long vowel. Write them on the lines. (1 anna)

3. Find eight words that have two syllables. Write them on the lines. (2 annas)

4. Find five two-syllable words in which you accent the first syllable. Write them on the lines. (2 annas)

5. Find three two-syllable words in which you accent the second syllable. Write them on the lines. (2 annas)

children score their answers. Tell the children not to use proper names for their answers. Explain briefly that there are other monetary systems. Some children may want to find out about annas by using library materials.

PURPOSES: To provide practice in vowel sounds, syllables and accent; to follow directions.

Something Important



There was something important that Mul Chand had wanted for a long time. Is there something important that you have wanted too?

1. Mul Chand wanted
because

2. I wanted
because

Mul Chand worked hard to earn money for the important thing that he wanted. How did you get the thing that you wanted?

1. Mul Chand earned by
....., and

2. He bought what he wanted at

I got the important thing I wanted by:

.....
.....
.....

Mul Chand was very proud when he bought what he wanted. What did you do with what you got?

1. When Mul Chand got the thing he wanted, he did this:
.....
.....

2. I did this with the important thing I wanted:
.....
.....

On a large piece of paper, draw a picture showing how you earned something important. Be ready to show it to others in your room. Be ready to tell them the story of your picture.

(Use after pages 241-245 in *Friends Far and Near*)
PURPOSES: To help children to associate the events in a story with their own experiences; to give practice in following directions.

DIRECTIONS: Guide the children's reading of the directions to be sure that they understand how to proceed. Encourage individuality in relating personal experiences. Allow time for showing and discussing the drawings.

1. ditch pitch hitch	2. mustard muddy motor	3. salad sandal shadow	4. hundreds handkerchief happened	5. cockatoo coconut co'boss
6. eight earth early	7. breaks breathing breeze	8. cannot caboose canoe	9. troll trot throat	10. prince price press
11. touch teach torch	12. alone lane land	13. often oxen organ	14. weighed eight awake	15. boiling blowing holding
16. coral corner cover	17. thirty twelve twenty	18. forget forest forgot	19. carving changing caring	20. cold sell sold
21. cover coin corn	22. roof real reef	23. branch brush bunch	24. spread spark stretch	25. curtain country cousin
26. ribbon repair rested	27. iron inches island	28. ball doll dark	29. paddle pallet puddle	30. afternoon ashamed adventures
31. paddle poppy puppy	32. tripped dipped dropped	33. south sound soup	34. valley village voices	35. dew few new



Number the paragraphs in the order that they happened in each part of the story.

Bunny's Adventure

---- A thin old lion lumbered after Bunny. He asked Bunny about his popgun.

---- Bunny looked around when he heard a loud cat sneeze. Then he started to run.

---- Bunny told Melissa and Kit about the thirsty lion. He wanted to go to the woods and find the lion. Then they would see that the lion was real.

---- The lion sat on the steps while Bunny went to get some lemonade from the refrigerator.

---- Bunny showed the lion the rubber stopper on his popgun. The lion wanted to know if there were any bottles with the stoppers still in them because he was thirsty.

---- When Daddy, Melissa, and Kit came from the store with a can of yellow paint for the cubby house, the lion was gone.

---- Daddy saw Bunny with the pitcher of lemonade. After Bunny told him about the thirsty lion, Daddy said that it was too bad the lion hadn't stayed around.

At the Cubby House

---- The lion lay back in the chair and went to sleep. Melissa decided to let the lion rent the cubby house.

---- The lion and the children went to the cubby house. They talked about the picture, *End of the Chase*.

---- Melissa, Bunny, and Kit found the lion in the woods. The lion was still thirsty, but he had found a house to rent. It was just right for him.

---- Melissa told the lion about the cubby house. It was the house that he was thinking about.

(Use with pages 248-259 in *Friends Far and Near*)
NEW WORDS: refrigerator, Melissa, Kit, rent, chase.
PURPOSES: To follow story sequence; to recall story details.

DIRECTIONS: After the children have completed the exercise, allow them to check the sequence of events with the text. They may enjoy drawing pictures of one of the story events. Other children may want to think of other adventures the story children might have with the lion.

Read the pairs of sentences and the underlined words. If the words have the same meaning, write S in the blank. If they have different meanings, write D.

- 1. Bunny tripped over a tree root and fell.
Because she wasn't watching, Melissa tripped over the lion.
-
- 2. The three children saw the lion wheel around to look at them.
There were wheel tracks in the dusty road.
-
- 3. "It will be my turn to use the paintbrush next," said Kit.
The cubby house was around a turn in the path.
-
- 4. Hunters on horseback like to chase a fox.
The one who is IT must chase the other players in the game.
-
- 5. As Bunny backed slowly across the yard, the lion followed every step.
The lion sat on the lowest step to wait.
-
- 6. "It is time for supper," said Daddy, as he looked at his watch.
"Somebody must watch that lion," Bunny said.
-
- 7. Bunny's mother made a big pitcher of lemonade and left it in the refrigerator.
The pitcher threw the baseball to the batter.
-
- 8. The children watched the lion lumber along at a dogtrot.
"I'll buy some lumber to build another cubby house," said Daddy.
-
- 9. "I'll spend the rest of my life here," the lion told the children.
For the rest of the day the children talked of nothing but the lion.

The letter **c** may have two different sounds. In **come**, **c** sounds like **k**. It has a **hard** sound. In **city**, **c** sounds like **s**. It has a **soft** sound.

Say the words below softly. Write **H** before the words in which **c** has a hard sound. Write **S** before the words in which **c** has a soft sound.

---- city ---- carve ---- could ---- coin ---- pencil
---- cubby ---- can ---- place ---- cellar ---- cousin

The letter **c** usually has a soft sound when it comes before the **e** or **i**.

The letter **g** may have two different sounds. In **got**, **g** is **hard**. In **magic**, **g** sounds like **j**. It has a **soft** sound.

Say the words below softly. Write **H** before the words in which **g** has a hard sound. Write **S** before the words in which **g** has a soft sound.

---- gentle ---- message ---- eagle ---- strange ---- danger
---- ranger ---- dragon ---- engineer ---- flag ---- game

The letter **g** usually has a soft sound when it comes before **e** or **i**.

The underlined word in each sentence is **new**.

Circle the best meaning for each word.

1. Kit stood in the centre of the cubby house.

the middle the seats

2. The squirrels gathered acorns around the cubby house.

flowers seeds of a tree

3. The lion helped the children build a log cabin for themselves.

a palace a small house

4. Melissa was certain it would be a good play.

scared sure

5. Melissa gave the lion a gift for the cubby house.

a present a thing borrowed

6. The big lion liked to drink lemonade from the huge pitcher.

very large tiny

7. Melissa made the lion a box of chocolate fudge.

doughnuts candy

8. The lion joined the children in playing tag.

a house a game

(Use after page 239 in *Friends Far and Near*)
PURPOSES: To review the hard and soft sounds of **c** and **g**; to use phonetic analysis in attacking words outside the basic vocabulary.

DIRECTIONS: Review the hard and soft sounds of **c** and **g** with the children. Allow them to finish the page independently. Remind them that the rules they have just reviewed will help them read the new words on the lower part of the page. For the list of words outside the basic vocabulary, see the inside back cover.

How Did the Green Car Feel?

Underline each word at the right that describes how the little green car felt in each paragraph.

1. It was late afternoon on a winter's day. A small green car made its way down a busy street. The car was cold and wet. He did not like the wet, slippery street. He did not like the hurrying traffic. He wished that he were at home in his own garage where it was warm and quiet.

safe	discontented
unhappy	homesick
glad	uncomfortable
tired	frisky

2. The small green car moved much more slowly than the others. He stalled his engine, started it again, and crept slowly down the street. He was very uncomfortable with all those hurrying cars. He did not want to get his fenders bent or have his tires skid.

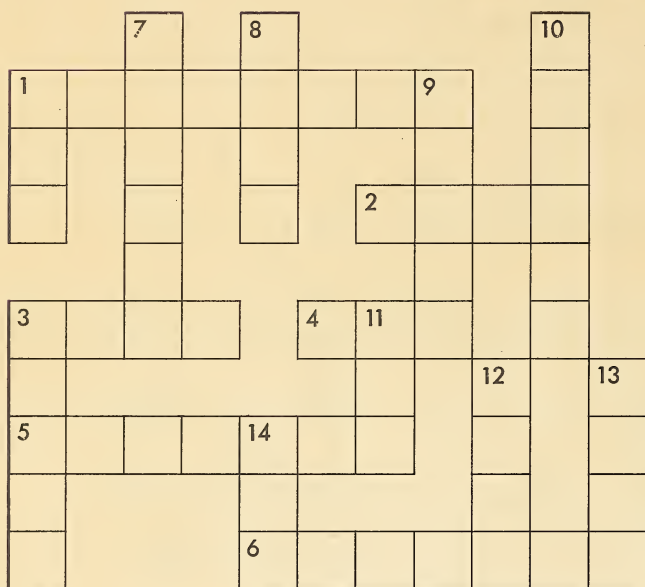
safe	strong
hurried	stupid
afraid	lazy
worried	frightened

3. The small green car did not see the lights change. On he went past a red light! He had never done such a thing before. There he stood with the eyes of the world upon him. "Get back into line," shouted the traffic policeman, as he blew his whistle.

sorry	ashamed
proud	brave
happy	glad
upset	alone

4. The parts of the small green car had been tightened. He pulled out of the paint shop. The fresh green paint on the right fender was shining brightly in the sun. He could hardly believe his eyes. He looked like new again. He wished that the boys would soon have him on the road.

proud	glad
pleased	tired
stupid	helpless
angry	happy



Across

1. A kind of car that helps other cars when they need help.
2. What the boys will do on their way west.
3. This is on a car's wheel and is made of rubber.
4. Something a driver buys at a gasoline station.
5. The man who sent for a wrecking car.
6. The small green car thought this had turned to dust.

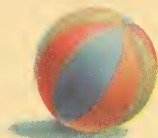
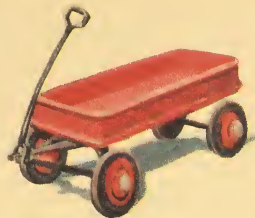
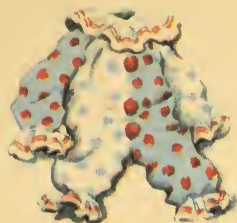
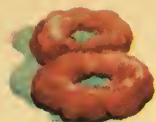
Down

1. The way city streets look after the rain.

3. Something garage men use to repair broken cars.
7. Part of a car over each wheel.
8. Cars sometimes do this on the slippery streets.
9. "---- and gasoline!" boomed the taxicab.
10. The part of the taxi that was pulled off.
11. This is pumped into tires.
12. Something the small green car did not obey when he went past a red light.
13. A busy place where there is rumbling traffic.
14. A short name for a taxicab.

NEW WORDS: battery, broken, wrecking, tools, taxicab.
PURPOSES: To develop skill in solving problems; to clarify meanings of the new words.

DIRECTIONS: Help the children fill in the first word, then the second word, then the third word, and so on, until the puzzle is complete. The class might like to make up an original puzzle with the teacher's help.



bicycle

doughnuts

clown suit

wagon

rubber ball

What Would You Trade ?

The old man traded his horse for a cow, the cow for a sheep, the sheep for a goose, and the goose for a hen. At last he traded the hen for the rotten apples from the innkeeper. Each time he traded, he was not so well off as he had been before.

Suppose you had a bicycle which you wanted to trade. You might trade it for any of the things in the picture. If you traded in the same way as the old man did, what might you trade the first time? The next time and the next? What might you have at the end?

The first trade. I might trade the

bicycle

for the

The second trade. I might trade the

for the

The third trade. I might trade the

for the

The fourth trade. I might trade the

for the

Each time the old man traded, he acted as if he had made a useful trade. What reason can you find below for your first trade? Number it 1. Find a reason for your second trade and number it 2. Do the same for your third and fourth trades.

---- Some day I might be asked to a circus party. Then I'd need a clown suit.

---- A rubber ball would make a good birthday present for one of my friends.

---- If I had a wagon, I should not need to worry about keeping air in the tires.

---- Because I am almost always hungry, doughnuts are just what I need.

An old man traded his **useful** cow for a **useless** stone.
The ending **ful** at the end of a word means **full of**. The
ending **less** at the end of a word means **without**.

Underline the phrase that correctly completes each sentence.

Lifeless means ----.

full of life without life

Shameful means ----.

full of shame without shame

Endless means ----.

without end ending soon

Tearful means ----.

full of tears without tears

Hatless means ----.

with a hat without a hat

Treeless means ----.

full of trees without trees

Underline the word that completes each sentence.

1. Red, green, and golden leaves
made the trees very ----.

colourful colourless

2. The rich man was so ---- with
his money that he lost it.

careful careless

3. The old man and his wife were
---- for their good fortune.

thankful thankless

4. The bird with the broken wing
was ---- when he tried to fly.

helpful helpless

5. It is ---- to carry apples in
a bottomless box.

useful useless

6. The many apples on the trees
were a sign of a ---- year.

fruitful fruitless

The ending **en** at the end of a word may make the
word mean **made of**. **Golden** means **made of gold**.
The ending **en** may make the word mean **to make**.
To **deepen** means **to make deep**. Underline the
word that completes each sentence.

1. A girl lived in a ---- house.
wooden silken

2. Indians cooked in ---- pots.
woollen earthen

3. A drink will ---- your thirst.
lessen flatten

4. A window will ---- the room.
lighten darken

5. The prince wore ---- clothes.
earthen silken

6. The boys wore ---- mittens.
golden woolen

7. If the bow is tight, ---- it.
loosen beaten

8. The men had to ---- the ditch.
fasten widen

Use with pages 2, 7, 27, 28 in *Friends for and I learn*.
NEW WORDS: rich, wool.
PURPOSES: To review the meaning of the suffixes **ful**, **less**, and **en**; to practise using these
suffixes; to use context clues.

OBJECTIVES: Discuss the meanings of the suffixes **ful**, **less** and **en** with the children. Answer them
to do the page independently. After the page has been completed, the children may compose
sentences using the incorrect responses.



Here are two other dreams that Eddie had about space people. How do you think the dreams might have ended? Write an ending for each dream.

One night when Eddie went to the orchard, the little man was waiting. "I'm ready for that ride you promised me," said Eddie.

"My space ship is ready," said the little man. "Take this box of word cards. You will need them in Martinea because most space people do not speak English."

Eddie held his breath and closed his fists when the space ship took off. The moon showed them the way as meteors burned across the night sky.

"Look," shouted Eddie, "is that the planet Martinea?"

"Yes," answered the little man. "Fasten your safety belt now."

On Martinea Eddie found that things were different. Everyone travelled in little space ships just like saucers. These ships worked by push buttons and levers.

Eddie climbed into a space ship to look at it. He pushed one of the buttons. Suddenly he felt the ship flying off into space.

At first Eddie thought this was very exciting. He looked through the telescope and could see the earth and other planets.

Then he pushed another button to make the ship stop. He pulled several levers, but the ship went faster and faster. He could not stop the flying saucer.



Shooting stars are pieces of falling meteors. We see them only when they begin to burn as they reach the earth's air. They look like small stars or balls of fire.

Most meteors are stone and iron together. Some are all iron. A few are all stone. The outside of a meteor which has fallen has a thin black coating because it has been so hot.

Most meteors burn up before they reach the earth. They fall to the ground as fine dust. No one has ever been hurt by one of the few meteors to hit the ground.

The meteors that do hit the earth sometimes make great holes. A great hole in this country may have been made by a meteor. It is two and a half miles across and over eight hundred feet deep.

Read each sentence. If it is true, write T before it. If it is not true, write F.

- We cannot see meteors until they reach the earth's air.
- Falling meteors look like small stars.
- All meteors are iron.
- A falling meteor is cold.

- Most meteors burn up.
- All meteors make big holes.
- Most meteors become fine dust and fall to earth.
- No one has ever been hurt by a meteor.

1. In the blanks below, divide into syllables the words that are underlined in the story.

2. Circle the accented syllable in each word.

- | | | |
|----------|----------|----------|
| 1. ----- | 4. ----- | 7. ----- |
| 2. ----- | 5. ----- | 8. ----- |
| 3. ----- | 6. ----- | 9. ----- |

(Use with pages 279-289 in *Friends Far and Near*)
PURPOSES: To extend information about meteors; to read for details; to review the syllabication of words; to review the accented syllable in words.

DIRECTIONS: Direct the children to read the story, answer the questions, and follow the printed directions. Discuss the information from the story with the children, and encourage them to find more information about astrophysical bodies.

Underline the **best** answer to each question.

1. Why did Henry start a fight with Sam?

He wanted to have fun with Sam.

Sam had called Johnny Appleseed a tramp.

Henry's father did not like Sam's father.

2. Why did the stranger slip apples to the boys?

He gave apples to everyone he met.

He was tired of carrying the apples.

He wanted them to forget their fight.

3. Why did everyone come to school on Monday?

All the children liked to play in the snow.

They were excited about having Johnny Appleseed teach them.

They would have to work harder at home.

4. Why did Johnny Appleseed save the apple seeds?

He would plant them so people could have apples.

He saved the seeds to feed to the hungry birds.

He thought the seeds were pretty.

5. Why did Johnny choose Henry and Sam to care for the bear?

They called him "Sir."

He knew that they would be friends if they did the job together.

He didn't want to take care of it himself.

6. Why did Johnny think the bear had been a pet?

He begged for something to eat.

He was hungry in the wintertime.

He was full of respect for the children.

7. Why did the boys name the bear after Johnny?

They happened to like the name "Johnny."

They thought the bear liked apples.

Both boys now knew that Johnny was a fine man.



The bear **sniffed** the bread.

The bear **smelled** the bread.

The words **sniffed** and **smelled** mean nearly the same. Words that mean the same or nearly the same are called **synonyms**.

Choose a synonym for the underlined word in each sentence from the list below the sentences. Write the synonym beside the sentence.

1. The stranger leaped toward the boys. -----

2. It was time for school to begin. -----

3. The boys eyed one another. -----

4. The children liked Johnny's stories. -----

5. He had to scare the baby deer. -----

6. He sat up begging for more. -----

7. The boys talked gently to the bear. -----

8. The bear obeyed Henry and Sam. -----

9. The children were sorry when Johnny finished his story. -----

10. The boys were striking each other with their fists. -----

watched

asking

start

kindly

hitting

ended

jumped

frighten

tales

minded

Find a synonym at the right for the first numbered word. Write 1 in the blank before the synonym.

Finish the page in the same way.

1. throw ----- raise

2. quiet ----- say

3. speak ----- pitch

4. lift ----- pull

5. tug ----- big

6. large ----- still

7. swiftly ----- think

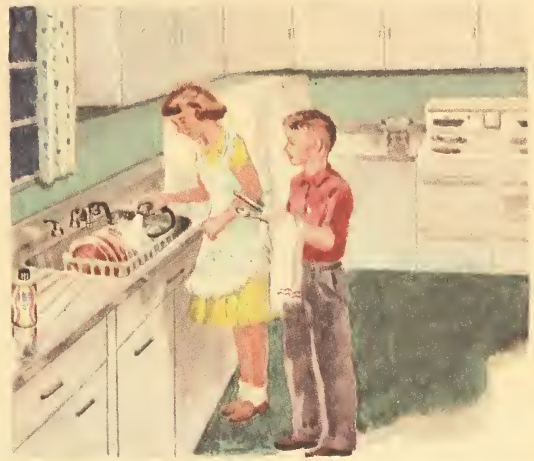
8. believe ----- tied

9. smart ----- arrive

10. come ----- fast

11. daybreak ----- clever

12. fastened ----- dawn



Long ago people had to do most of the things that had to be done. Everyone in the family helped. Boys and girls had jobs as soon as they were old enough to work.

Here are some of the things that most people had to do for themselves. Draw a line under every job that you think Jonathan could have done alone.

Build a house for a family
Bring in wood for the fire
Hunt deer for winter meat
Burn a wasp's nest
Weave cloth for clothes
Pick wild fruits in the woods
Mark a honey tree
Make a slingshot
Cut down a hollow tree

Carry home a bear that had been shot in the woods

Carry a bucket of water from the spring

People who live now do not have to make nearly everything that they need, but there are still jobs for everyone in the family.

These are some of the jobs that have to be done in a home. Draw a line under every job that girls and boys can do. Make an X beside every job that you do at home.

Make my own bed
Cut the grass in the yard
Buy food at the market
Cook dinner every day
Wash and dry dishes
Repair broken pipes
Dust a room in the house
Make a shirt for Father
Carry a package to a neighbour
Take care of a dog, a cat, or other pets

Wash and iron clothes for the whole family

Write the correct answer in each blank.

This large animal lives in the forests of America. It eats wild fruits, fish, and wild honey. It was shot for food in the early days. Its thick, heavy fur made warm covers for beds.

This is the

Long ago this big bird was wild. It lived in the woods. Its feathers were used by Indians for headdresses. Some of these birds weighed ten or twelve pounds. They were very good to eat.

This is the

This animal was very useful both to the Indians and to the men who went West in the early days. There used to be great herds of these fine creatures on the prairies. They were hunted for their meat and for their hides.

This is the

Many of these small animals scampered and chattered in the great forests of earlier days. They made good food when people couldn't find larger animals. Even small boys could hunt this animal with their slingshots.

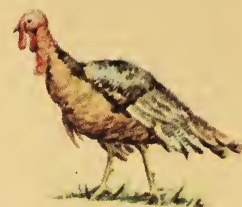
This is the

The families who went to live in new country found this animal with beautiful branching horns very useful. They ate its meat. They made clothes from its skin. They made tools from its horns.

This is the

This animal has a flat tail. Its fine, soft fur was prized by hunters long ago, as it still is today. It is trapped near the rivers where it lives.

This is the



(Use with pages 302-309 in *Friends Far and Near*)
NEW WORD: creatures.
PURPOSES: To draw conclusions; to solve riddles; to extend information about pioneer life in America.

DIRECTIONS: Have the children complete each riddle by writing the name of the proper animal in the blank. Then ask them to draw a line from the name to the picture of the animal. They may make up riddles about other animals that were helpful to the pioneers.

Read each story, and look at the underlined word which is **new**. Then underline the phrase which is the best meaning for the **new** word.

1. The fire raced through the forest. The wild animals darted this way and that. They were all trying to get away from the flames. Some of the animals were trapped in the forest. They ran into the river to escape being burned by the fire.

to get away to act quickly
to stay in one place

2. The men gathered buckets, axes, and shovels to fight the roaring flames. They worked to dig the ditch to stop the fire. Mother and David wet the quilts and spread them on the roof. Everyone worked to prevent the fire from burning the house.

to clean up to stop
to run away

3. In the sky Katy and David saw bright flashes. Soon little drops of rain fell to the ground. They heard a loud rumbling sound. It came from the sky like the roar of a lion. The noise was frightening. The thunder was a warning of the coming storm.

a crashing noise a loud cry
soft music

4. Katy's mother closed her eyes and lifted her face toward the sky. Soon she could feel little drops of water on her face. The rain did not last long, but the forest fire died down. Even a shower will help put out a big forest fire.

a fire hose a wet quilt
a short rainfall

To show that you know the meaning of the **new** words, write them in the correct sentences.

1. The _____ was so loud that it frightened the animals.

escaped

2. The crazy quilt _____ the roof from catching on fire.

thunder

3. The heavy _____ made the earth wet and muddy.

prevented

4. Many animals _____ the fire by rushing into the water.

shower

PURPOSES: To use context clues in attacking words not in the basic vocabulary; to check the meaning of new words.

Going West

Read the sentences in each box and follow the directions. There is one **new** word in each box.

1. One hundred years ago many families went west to settle in new places with rich farm land.

Circle the short-e word that means to stay.

2. Furniture and food were loaded into a covered wagon that was hitched to oxen.

Circle the three-syllable word that means chairs and tables.

3. Many wagons set out together so that the families could defend themselves against danger.

Circle a word with both long and short e meaning to keep safe.

4. Sometimes unfriendly Indians would attack the wagon trains travelling across the country.

Circle the two-syllable word that means to start a fight.

5. High mountains, deep rivers, and long stretches of sandy desert had to be crossed.

Circle the two-syllable word meaning a place without water.

6. After travelling hundreds of miles, most families finally found good land for farming.

Underline the three-syllable word meaning at last.

7. After the trees were cut down, the oxen pulled each stump out of the ground.

Circle a short-u word meaning part of a tree left standing.

8. The families built cabins by putting together logs and filling the spaces with mud.

Circle a word with short a in the first syllable meaning house.

9. When the house was completed, there was a party with much singing and dancing.

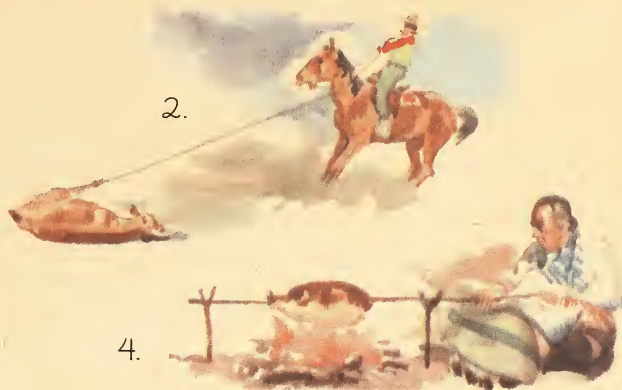
Underline the three-syllable word meaning finished.

10. The women cooked all the meals. They cooked food in iron kettles over big fireplaces.

Circle the two-syllable word meaning something to cook in.

(Use with pages 310-316 in *Friends Far and Near*)
PURPOSES: To attack new words through context clues and phonetic elements; to review the vowel sounds; to review syllabication; to use phonetic analysis in attacking words not in the basic vocabulary.

DIRECTIONS: After the page has been completed, have the entire story read aloud. Discuss the problems of travelling during pioneer days and compare them with the methods used today. See the inside back cover for the list of words outside the basic vocabulary.



Write the number of each picture in the blank space beside the correct paragraph.

---- Long before the time for the outdoor supper, the Indian servants had to dig holes in which they built fires. They cooked the meat on long sticks over the open fires. Then it was time to put the food on the table. There was thin corn or wheat bread, beans, and fruits to go with the meat. People from many ranches were made welcome. They ate and had a merry time.

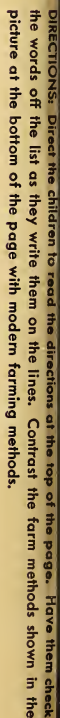
---- The musicians began to play for the dancing. Everyone was dressed in his finest clothes. The ladies wore beautiful dresses and silk shawls that had been bought with hides from the ranches.

The room was bright with light from many tallow candles made of fat. Men and women, boys and girls, danced to the merry music. Everyone was happy and the party lasted far into the night.

---- The men on the ranch liked to show how well they could ride. They set their horses to racing as fast as they could. Then they would bend down from the saddle to pick something off the ground. Sometimes they picked up a piece of cloth. Sometimes they picked up a chicken which was half covered by the sand. Men had to be good riders to do such tricks.

---- A cowboy and his horse knew how to work together in roping cattle. To show the crowd how well they could do this, the cowboy chased an animal across the field. As he raced along on his horse, he got his rope ready. At the right minute he threw the rope and caught the animal by one leg. Down went the animal, and the clever horse pulled tight on the rope so that the animal could not get up.

NEW WORD: *soil*.
PURPOSE: To practise alphabetical arrangement of words to the second letter

[illegible]

Follow the directions on the page.

1. Juan's family traded the hides and tallow from their ranch for tools and clothes. When Bud and Stocky brought buffalo hides to Mr. Casey, for which of these things did they trade them? Draw a line under the name of each thing they took back to camp.

flour	dried beans
fresh vegetables	sugar
moccasins	crackers

2. In the early days people used several parts of the buffaloes that they shot. Draw a line under the name of each part that Stocky and Bud used.

feet	tongue	meat
hide	ears	tail

3. Stocky and Bud travelled four days from the buffalo-hunters' camp to reach Mr. Casey's store and four days more back to the camp.

Draw a line under the words that tell how often they might make this trip.

once a week	every four weeks
once a year	every day

Be ready to tell why you decided as you did.

4. What would Bud and Stocky do to gather buffalo meat to sell? Number the sentences 1, 2, 3, and 4 to show what they had to do first, second, third, and fourth.

---- Turn over the animal and cut the meat off the other side.

---- Cut off the best meat on one side of the freshly skinned buffalo.

---- Carry the heavy pieces of meat to the wagon.

---- Dry the meat, salt it, and pack it in the barrels.

5. How did Mac cook the buffalo tongues for supper? Number the sentences to show what Mac did first, second, and third.

---- He made a sauce of vinegar and buffalo fat.

---- He boiled the tongues until they were done.

---- He dipped the tongues into the hot peppery sauce.

6. What did John think of the boys' idea to make money? Make an X before the sentence that tells.

---- He thought the two boys should shoot buffaloes.

---- He asked them to keep busy helping Mac about the camp.

---- He thought it was a good thing for them to have a job.

Read each paragraph and the two words below which are **new**. Circle the word that correctly completes the paragraph. Then write it in syllables and circle the accented syllable.

1. The children wanted to learn more about animals, rocks, and plants. They went to a -----.

museum

musical

2. The dog had bitten two boys so his owner put a ----- over the dog's mouth.

muzzle

puzzle

3. The boys had fun seeing all the airplanes and helicopters at the -----.

airmail

airport

4. The lumberjacks cut many trees. The ----- was sent to the sawmill to be cut into boards.

dipper

timber

5. Now the children have finished writing their papers. The teacher had Bob ----- them.

collect

connect

6. The children quickly opened a box of candy. It was filled with chocolates and -----.

lollipops

buttercups

7. Mother is out shopping for groceries. She will ----- in time to cook dinner.

regret

return

8. The man shouted angrily at the children. He was very cross. They thought he had a bad -----.

terror

temper

9. The children did not know the colours of the paints because the ----- had come off the cans.

labels

cradles

10. Bob trotted his horse up the field. He wheeled the horse and came ----- back to the fence.

lassoing

galloping

(Use with pages 22-33 in *Friends Far and Near*)
PURPOSES: To review syllabication and accent of words; to use context clues; to use phonetic analysis in attacking words outside the basic vocabulary.

DIRECTIONS: Direct the children to follow the printed directions. Review syllabication and accent briefly. Have the completed stories read aloud to check the pronunciation and meaning of the new words. See the inside back cover for the list of words outside the basic vocabulary.

Your book *Friends Far and Near* has many stories and poems that girls and boys like. Write the names of three stories you like best.

1. -----
2. -----
3. -----

Which poems do you like?
Write the names of the two poems you like best.

1. -----
2. -----

Write the names of two stories that you think cannot be true.

1. -----
2. -----

If you could be a boy or girl in any one of the stories, which would you wish to be? Why?

I would like to be -----
because -----

If you could have one of the animals about which you have read, which animal would you want? Why?

I would like -----
because -----

Did anything ever happen to you that makes you think of a story in *Friends Far and Near*?

Write the name of the story. Then write what happened to you.

The story is -----
This Is What Happened to Me -----

Vocabulary Test V

1. joins an old tramp	jumped into a trap	just an old tramp
2. repair a hundred	respect for Henry	remember old Henry
3. we'll come too	welcome Pedro	welcome Pablo
4. sting the six wasps	stung by swift wasps	stung by some wasps

5. other than Jonathan	oldest was Johanna	older than Jonathan
6. get into a fight	go get the freight	go into a field
7. must be very crowded	made a crazy quilt	made a crow quiet
8. look out and shoot	talk often, sir	took off his shirt

9. hunt wild buffalo	fight wild buffalo	hide with buffalo
10. Katy and David	Katrin and Dad	keep on dancing
11. sailed a mile	salted the meal	salted the meat
12. hot vinegar sauce	hot vegetable soup	hunt the saucer

13. high hollow tree	hot tallow candles	high swallows fly
14. bananas and molasses	barrels of money	barrels of molasses
15. make a battery	mark a bee tree	market with Dickie
16. saddle and horse	sandals at home	saddle the horse

17. business had started	busy with Stocky	blizzard had started
18. lumps of tallow	lunch of tongue	bumps and hollows
19. low, rolling hills	slow-ringing bells	low-blowing horn
20. swing with Henry	sweet wild honey	swift and heavy

21. oxcarts were locked	oxcarts were loaded	ox drivers were ahead
22. buzzing cries	business crowds	busy creatures
23. big cattle ranch	big campers road	buy cattle to ride
24. chase a squirrel	cloud of smoke	catch a smile

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GINN BASIC READERS GR 3 --

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DATE DUE SLIP

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EDUC MAY 19 '77	DUE EDUC JUL 31 '79
MAY 18 RETURN	JUL 18 RETURN
EDUC JUL 29 '77	
JUL 21 RETURN	
DUE EDUC MAY 9 '77	
NOV - 7 RETURN	
MAR 15 '78	
MAR 10 RETURN	
MAR 21 '78	
TURNED MAR 21 '78	
DUE Educ OCT 3 '78	
RETURNED SEP 30 '78	
DUE EDUC MAY 2 '79	

TO THE TEACHER

A number of pages in the Workbook require the children to attack words which have not yet been introduced in their reading vocabulary. These words are listed under the pages on which they occur. Some of them will be presented later as new words in *Friends Far and Near*. These words are listed in italics. Words not presented in the third-grade vocabulary of the GINN BASIC READERS appear in regular print.

Page 5. Syllabication: Word Meaning. Recall with the children that a syllable is a part of a word having one vowel sound. Make sure they notice that adding *un* as a prefix adds a syllable to a word.

Page 7. Vowel Sounds: Adding Silent e. In the second exercise, the children are to apply the phonetic principle reviewed in the exercise: rip, hid, bit, and dim.

Page 15. Vowel Sounds. The phonetic clues for the sounds of *o* and *u* help the children attack the words: *dock*, *throne*, *torch*, *bunk*, *pupil*, *turnips*.

Page 16. Vocabulary Test I. The words tested on this page are presented as new in Unit I in *Friends Far and Near*. Direct the children to listen carefully and to underline in each box the one word you pronounce. Pronounce the following words:

- | | | | | |
|-------------|--------------|------------|------------|--------------|
| 1. won't | 2. drove | 3. whale | 4. safe | 5. breath |
| 6. obey | 7. thirsty | 8. became | 9. ripe | 10. excited |
| 11. packed | 12. choose | 13. fair | 14. shone | 15. measured |
| 16. idea | 17. fourteen | 18. smiled | 19. jerk | 20. gathered |
| 21. hundred | 22. often | 23. worry | 24. ribbon | 25. blizzard |
| 26. dimes | 27. teeth | 28. hours | 29. motor | 30. answered |
| 31. bank | 32. early | 33. wire | 34. held | 35. fastened |

Consult the *Manual for Teaching Friends Far and Near* for further suggestions for reviewing the unit vocabulary.

Page 20. Vowel Digraphs. The digraphs reviewed on this page help the children to attack the words: *maid*, *nails*, *pains*, *leap*, *weak*, *treat*, *breeze*, *steel*, *steep*, *throat*, *coach*, *toad*.

Page 24. Sounds of a. The phonetic clues help the children attack the words: *saddle*, *shadow*, *space*, *sale*, *carve*, *sharp*, *claws*, *hawks*, *bald*, *salt*.

Page 27. Syllabication. Point out to the children that the vowel in the first syllable in each of the new words is short. Syllabication, phonetic analysis, and context clues are used to attack: *hidden*, *hobby*, *collar*, *coffee*, *battle*, *cannon*, *puppet*, *pudding*, *wallet*, *borrow*, *hollow*, *tunnel*, *rigging*, *skipper*, *bottom*, *bitter*.

Page 31. Phonograms: Attacking New Words. Familiar phonograms help the children attack the words: *mine*, *clock*, *bunk*, *flock*, *pine*, *sunk*, *vine*, *knock*, *drake*, *throat*, *float*, *press*, *recess*, *snake*, *mistake*, *stress*, *pool*, *large*, *steep*, *rug*, *bone*, *rail*.

Page 34. Vocabulary Test II. The words tested are:

- | | | | | |
|-------------|-------------|-------------|-------------|----------------|
| 1. levers | 2. meaning | 3. aboard | 4. brush | 5. engineer |
| 6. diesel | 7. chief | 8. farther | 9. sister | 10. brakeman |
| 11. freight | 12. crept | 13. bridge | 14. chances | 15. locomotive |
| 16. wonder | 17. sting | 18. second | 19. garage | 20. conductor |
| 21. steel | 22. clearly | 23. thick | 24. crash | 25. pleasant |
| 26. beside | 27. locked | 28. tower | 29. hitch | 30. helpless |
| 31. hooked | 32. warning | 33. weighed | 34. voice | 35. numbers |

Page 38. Consonant Digraphs and Blends. The known digraphs and blends reviewed on this page help the child attack the words: *bath*, *shadow*, *chest*, *whisper*, *peaches*, *polish*, *stream*, *thrill*, *sprang*, *scraps*, *screeched*, *scratches*.

Page 42. Syllabication. These prefixes, suffixes, and syllables will be important when the children attack complex words later. Encourage the children to discover the change in meaning when prefixes and suffixes are added to root words.

Page 46. Diphthongs. Review the sounds of *ow*, *ou*, *oi*, and *oy*. Words to attack appear only in the lower exercise. They are: *coil*, *spoil*, *enjoys*.

Page 48. Vocabulary Test III. Word Meaning. Recognition of the words presented as new in Unit III of *Friends Far and Near* is tested by having the children match words and definitions.

Page 50. Syllabication. The vowel sounds in open and closed syllables are reviewed here. See the "Word-Study Skills" in the *Manual* for pages 156-163 of the text.

Page 57. Forms of Adjectives. Point out that adjectives ending in *y* change the *y* to *i* before adding *er* or *est*. Make sure that the children understand the use and meaning of the different forms of adjectives.

Page 59. Syllabication. Review briefly how to divide words with one or two medial consonants.

Page 61. Phonograms; Vowel Sounds. The known phonetic parts given in the example will help the children attack the new words: *autos*, *sauce*, *hailed*, *fault*, *cause*, *taught*, *law*, *lawn*, *raw*, *claws*, *thaw*. Help the children recall the sounds of the vowels followed by *r*. The new words are: *harm*, *returned*, *short*, *skirts*, *snorting*, *firmlly*, *stork*, *marched*.

Page 64. Syllabication: Accent. Review the meaning of *accent*. Provide oral practice for children who have difficulty.

Page 65. Classifying. Explain to the children that they may write *M* wherever the phrases pertain to themselves. Therefore, some blanks will have two answers.

Page 67. Sequence of Events. Some children may need to refer to the text in order to complete this exercise.

Page 71. Syllabication: Prefixes. The known first syllables and context clues help the children to attack the words: *depend*, *delayed*, *delighted*, *disturbed*, *distance*, *discovered*, *remained*, *reported*, *repeated*, *recess*.

Page 75. Vocabulary Test IV. The words tested are:

- | | | | | |
|------------|------------|------------|-----------------|----------------|
| 1. ditch | 2. mustard | 3. sandal | 4. handkerchief | 5. coconut |
| 6. earth | 7. breeze | 8. canoe | 9. roll | 10. press |
| 11. torch | 12. lane | 13. area | 14. eight | 15. boiling |
| 16. coral | 17. twenty | 18. forgot | 19. carving | 20. sold |
| 21. coin | 22. reef | 23. bunch | 24. spread | 25. cousin |
| 26. repair | 27. island | 28. doll | 29. paddle | 30. adventures |
| 31. poppy | 32. dipped | 33. south | 34. valley | 35. few |

Page 73. Consonant Sounds. Have the children apply the rules presented on this page in attacking the words: *centre*, *acorns*, *cabin*, *certain*, *gift*, *huge*, *fudge*, *tag*.

Page 79. Ask the children to list other words that describe how the little car felt. Think of experiences that the children may have had and have them tell how they felt.

Page 89. Context Clues. The context clues help the children attack the words: *escape*, *prevent*, *thunder*, *recess*.

Page 90. Context Clues; Syllabication. These skills are reviewed as the children attack the words: *settle*, *furniture*, *stumps*, *defend*, *attacked*, *desert*, *finally*, *cabin*, *completed*, *kettles*.

Page 94. Syllabication: Accent. The rules of syllabication plus context clues help the children attack the words: *museum*, *musical*, *muzzle*, *puzzle*, *airmail*, *airport*, *dipper*, *timber*, *collect*, *connect*, *lollipops*, *buttercups*, *regret*, *return*, *terror*, *temper*, *labels*, *cradles*, *lassoing*, *galloping*.

Page 96. Vocabulary Test V. The phrases tested are: 1, just an old tramp; 2, respect for Henry; 3, welcome Pedro; 4, stung by some wasps; 5, older than Jonathan; 6, get into a fight; 7, made a crazy quilt; 8, took off his shirt; 9, hunt wild buffalo; 10, Katy and David; 11, salted the meat; 12, hot vinegar sauce; 13, hot tallow candles; 14, barrels of molasses; 15, mark a bee tree; 16, saddle the horse; 17, busy with Stocky; 18, lumps of tallow; 19, low, rolling hills; 20, sweet wild honey; 21, oxcarts were loaded; 22, busy creatures; 23, big cattle ranch; 24, cloud of smoke.



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